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ABSTRACT

Conducted prior to the building of a new central library, this study was designed to assess the need for children's library services in downtown Sacramento. The development of a profile of the community environment and general characteristics of the population through the use of secondary sources is described; the assessment of family needs and desires for children's library services by means of a telephone survey of families in the downtown Sacramento area is discussed; and demographic data obtained through the telephone survey are presented. Because both the community profile and the survey documented a small population of children in the downtown area, it is concluded that the central library's staff must seek patrons outside the downtown area; and recommendations for further study as well as suggestions for marketing in terms of product, place, price, and promotion are provided. The text is supplemented with 54 tables and a 42-item bibliography is provided. Appendices include maps of the community areas and neighborhoods; the survey questionnaire; and lists of the public elementary and middle schools in the study area and their addresses, community organizations serving children and families in the study area, and licensed child day care centers, parent participation preschools, and headstart programs in the study area. (KM)

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MARKETING CHILDREN'S SERVICES AT THE CENTRAL LIBRARY OF SACRAMENTO PUBLIC LIBRARY

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B.A., California State University, Sacramento, 1973
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PROJECT

Submitted in partial satisfaction of
the requirements for the degree of

MASTER

OF

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at

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A Project

by

Mary Frances Hicks

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Graduate Coordinator

School of Business and Public Administration

Abstract

of

MARKETING CHILDREN'S SERVICES AT THE CENTRAL LIBRARY OF SACRAMENTO PUBLIC LIBRARY

by

Mary Frances Hicks

Statement of Problem

Libraries, like other profit and nonprofit organizations, must conduct market research in order to offer services that meet the needs of their clients. This study was conducted to assess the need for children's library services in downtown Sacramento prior to building a new Central Library and initiating children's services at the Central Library which does not currently offer these services.

Sources of Data

Chapter 4 contains a profile of the community environment and general characteristics of the population which was developed using secondary sources such as directories and statistical compilations. Chapter 5 details family needs and desires for children's library services which were assessed by means of a telephone survey of families in the downtown Sacramento area.

Conclusions Reached

Both the community profile and the survey documented a small population of children in the downtown area. The Central children's staff must therefore seek patrons outside the downtown area. Chapter 6 contains recommendations for further study and suggestions for marketing in terms of product, place, price, and promotion.

Committee Chair's Signature of Approval ______

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CHAPTER 1

Introduction

As marketing has assumed prominence in nonprofit organizations, public libraries have begun to use marketing techniques to compete with other forms of family entertainment and to justify their existence in a world of shrinking public funds. The Public Library Association, a division of the American Library Association, has created a Marketing of Public Libraries Committee charged with, among other things, "encourag[ing] the development of a marketing philosophy, emphasizing the public's perspective, within public librarians and others involved in public library service."[1] Library marketing seminars are now being offered regularly by state and national organizations. The author attended one such seminar during the summer of 1986.

Library planning must include a market research phase in order to offer services and materials collections which will be useful and appealing to the groups which use the particular library, branch, or system in question. The Sacramento Public Library is no exception to this phenomenon. The children's librarians of the Sacramento system conducted a market survey of children and families in 1984.[2] Both users and nonusers were contacted in order to develop goals and objectives for service at each branch in the system. At that time, the Central Library was not included because it had no children's librarian and no children's materials collection. The children's collection was dismantled in 1981 due to space limitations in the current building. The position of roving children's librarian which served Central one day per week was split between the two other libraries served and Central was left without a children's specialist.

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[1] American Library Association, ALA Handbook of Organization 1986/87 (Chicago: American Library Association, 1986), 110.

With the promise of a new Central Library and a greater amount of space, the Sacramento Public Library is actively pursuing the creation of a new Central Library children's section. Because no current service exists, evaluation of the needs for staffing, collection, and service levels for the new children's section cannot be assessed in a survey of current users. The situation requires market research similar to that required to introduce a new product. Contact with nonusers who may have no knowledge of children's library services presents many difficulties. Being a service organization, the library has no tangible product which the respondent can examine. Services must be explained as the respondents are evaluating them and respondents must project themselves into an unfamiliar situation.

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[2] The "Marketing of Children's Services at Sacramento Public Library" report was prepared for internal distribution. Information on the report is available from the Sacramento Public Library Office of Children's Services, 1010-8th Street, Sacramento, CA 95814.

It is hoped that, in addition to fulfilling the immediate need for information on future use of the Central children's section, this study may provide help for others evaluating the need for services which do not currently exist.

Purpose of the Study

The central purpose of this study is to assess the need for children's library service in the Central Library service area of the Sacramento Public Library. For this study, the Central Library service area will be defined as that area of Sacramento contained in the Sacramento County Community Areas of Downtown, Land Park-Pocket-Meadowview, and East City (see maps in Appendix A). The addition of statistical data from the entire county will provide a means of comparison and recognize Central's role as the ultimate research resource for the entire Sacramento Public Library service area.

Children's library service will refer to reference and reader's advisory services, materials collections, school and children's organization (Scouts, Camp Fire, preschool, etc.) contacts and programming for children up to and including eighth grade age. Eighth grade was chosen because most students in the primary service area attend Sacramento City Schools and are placed in four-year high schools. It is thus more practical to consider service to elementary and middle schools and consider ninth graders high school students even though children's librarians in other parts of the county serve patrons through junior high school age.

After consultation with the supervisor of the Central Library and the Coordinator of Children's Services of Sacramento Public Library, a decision was made to evaluate family use of the Central children's section. Past children's librarians serving Central have noted the difficulty individual children have in reaching the Central Library. Jean Macomber, then the Central children's specialist, noted in 1978 that ". . . even though there are neighborhoods within seven blocks to the northeast and south, the traffic surrounding the library is dense and not safe for younger children."[3] The author, the last children's librarian at Central, mentioned that "no school-age programs were offered during the 1979-80 school year due to difficulties in attracting children to the downtown area after school."[4] Staff at Central and in the library system generally agree that children will be most likely to use the Central children's section in combination with their parents' use of the main collection or if transported to the building by their parents. Evaluation of family use also provided an estimate of possible adult use of the collection for needs other than those of their own children.

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[3] Jean Macomber, "Roving Children's Librarian, Annual Report, 1977-78," in Sacramento Public Library, Annual Narrative Reports, FY1977-78, 8.

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[4] Mary F. Hicks, "Roving Children's Librarian, Annual Report, 1979-80," in Sacramento Public Library, Annual Narrative Reports, FY1979-80, 6.

CHAPTER 2

Review of Related Literature

The literature consulted for this project can be classified into two main areas: public library planning and its attendant activities and children's services in public libraries.

Public Library Planning

Between 1966 and 1980, the guidelines for public library planning consisted of a set of minimum standards.[1] These standards applied to all libraries regardless of size, budget, or population served. Children's services were mentioned twice. One specified that children's books constitute as much as a third of the volumes added annually.[2] The second mention stated only that space should be allotted for children's services and materials.[3]

In 1971, when the Public Library Association, the body responsible for the standards, began the periodic revision process, a decision was made to abandon standards in favor of a method which allowed each public library to tailor its service to the local community.[4] Increasingly the attitude that "public services such as libraries must justify their financial support on the basis of their ability to fulfill community needs"[5] demanded that libraries know their communities intimately and base their planning on that knowledge. The concept of community analysis began to appear in library literature. Community analysis develops information for planning from a combination of primary sources (interviews and surveys) and secondary sources (statistics).

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[1] Public Library Association, Standards Committee, Minimum Standards for Public Library Systems, 1966 (Chicago: American Library Association, 1967).

[2] Ibid., p. 42.

[3] Ibid., p. 61.

By 1976 community analysis had assumed such importance in libraries that an issue of Library Trends was devoted to the subject.[6] The issue consisted of an overview of the process,[7] a case study,[8] and various articles providing instruction on use of the method. Kunz outlined the importance of Census statistics in developing the community profile.[9] Lowell Martin, generally acknowledged as one of the authorities on planning and using library user studies, discussed the uses and limitations of such studies.[10] Massey offered information concerning market research which would be useful to the librarian analyzing his or her community.[11]

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[4] Karen Krueger, "The Planning Process," Public Libraries and the Challenges of the Next Two Decades, ed. Alphonse F. Trezza (Littleton: Libraries Unlimited, 1985), 35-41.

[5] Allie Beth Martin, "Surveying the Community: An Overview," Library Trends 24 (1976): 434.

[6] Larry Earl Bone, ed., "Community Analysis and Libraries," Library Trends 24 (1976).

[7] Martin, op. cit., 433-440.

[8] Robert Croneberger and Carolyn Luck, "Analyzing Community Human Information Needs: A Case Study," Library Trends 24 (1976): 515-525.

The interest in community analysis led to the promulgation of the Planning Process which has replaced the Public Library Association standards and is now used by public libraries across the United States.[12] The Planning Process appeared in 1980 in a document which serves as a step-by-step manual for developing a community profile, conducting one or more surveys, and developing goals and strategies for serving the populations identified by this information.[13]

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[9] Arthur H. Kunz, "The Use of Data Gathering Instruments in Library Planning," Library Trends 24 (1976): 459-472.

[10] Lowell A. Martin, "User Studies and Library Planning," Library Trends 24 (1976): 483-496.

[11] Morris E. Massey, "Market Analysis and Audience Research for Libraries," Library Trends 24 (1976): 473-481.

[12] Karen Krueger, "The Planning Process," Public Libraries and the Challenges of the Next Two Decades, ed. Alphonse F. Trezza (Littleton: Libraries Unlimited, 1985), 35-41.

[13] Vernon E. Palmour, Marcia C. Bellassai, and Nancy V. De Wath, A Planning Process for Public Libraries (Chicago: American Library Association, 1980).

More recently the Public Library Association has developed a set of performance measures which are suggested as tools for evaluating the current status of community library service.[14] The measures include statistics on size of staff and collection, expenditures, reference questions answered, and circulation, among others. These statistics have proven useful in planning the future of services already in existence.

Some attention has been focused on planning for children's services.[15] Once again, the community profile, performance measures, and surveys are the suggested methods of evaluation.

Gault offers suggestions for adapting performance measures to children's services.[16] These measures should prove useful in evaluating the performance of the Central Library children's section once it is in operation.

The study of the San Francisco Central Library conducted in 1970 provides an examination of one library's use of community analysis.[17] This study is important because it deals specifically with an urban central library and because it identifies areas of concern to all libraries in California such as the problems of Spanish-speaking readers. Significant to the current situation in Sacramento are the questions it raises about the impact of the new Bay Area Rapid Transit system (BART). The Sacramento Central Library faces the same uncertainty about the Light Rail System.

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[14] Nancy Bolt, "Performance Measures for Public Libraries," Public Libraries and the Challenges of the Next Two Decades, ed. Alphonse F. Trezza (Littleton: Libraries Unlimited, 1985), 47-55.

[15] Robin R. Gault and the Public Library Association Committee for Service to Children, "Planning for Children's Services in Public Libraries," Public Libraries 25 (1986): 60-62.

[16] Robin R. Gault, "Performance Measures for Evaluating Public Library Children's Services," Public Libraries 23 (1984): 134-137.

Two books offered help in developing and administering a library-oriented survey. McDiarmid's classic on the library survey[18] offered suggestions for questions in all areas and provided an extremely helpful chapter on surveying for potential library use as opposed to current library use. Line summarized refinements developed since McDiarmid's book was published and cautioned against attempts to include too much information in a single question.[19]

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[17] Arthur D. Little, Inc., and John S. Bolles Associates, The Urban Central Library: Development Alternatives for San Francisco (San Francisco: San Francisco Public Library Commission, 1970).

[18] E. W. McDiarmid, Jr., The Library Survey (Chicago: American Library Association, 1940).

[19] Maurice B. Line, Library Surveys, 2nd ed. (London: Clive Bingley, 1982).

Children's Services in Public Libraries

Winnick in 1974 called for a national survey of children's library use.[20] Until such a study is made, individual libraries have no national norms or standards with which to compare themselves. Winnick's article details various local and statewide surveys and the information gained from them. At that time, no significant study of children's services in central libraries had been attempted.

Shontz surveys the literature on research in children's and adult services through 1982.[21] This survey identified a study by Mae Benne as the only investigation of central children's libraries performed to date.[22]

Benne's study of central children's libraries in twenty-seven metropolitan areas in the United States and Canada was conducted by interviewing the central children's librarians and their supervisors (usually the chief of the central library and/or the coordinator of children's services).[23] Many differences appeared in level of staffing, chain of command, type of collection, and input of children's librarians into central library decision making. Benne notes that lack of communication in many library systems resulting from the failure to include central children's librarians in meetings and staff job exchanges has caused the central children's library to become a mystery to other staff.[24] Access to the children's collection via the main card catalog and architectural problems blocking free flow from the main library to the children's section has brought about low visibility from the patron standpoint.[25]

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[20] Pauline Winnick, "Evaluation of Public Library Services to Children," Library Trends 22 (1974): 361-376.

[21] Marilyn Louise Shontz, "Selected Research Related to Children's and Young Adult Services in Public Libraries," Top of the News 38 (1982): 125-142.

[22] Ibid., p. 130.

[23] Mae Benne, The Central Children's Library in Metropolitan Public Libraries (n.p.: School of Librarianship, University of Washington, 1978).

A 1975 study of the goals of children's librarians reinforces the need for children's librarians to be included in policy decisions.[26] This was ranked as the number one goal of practitioners in the field followed by the need to provide library services and materials geared to "individual differences in cultural backgrounds, abilities, and interests. . . ."[27] Other goals include a wide selection of materials, the use of public relations programs, the availability of a qualified children's librarian during all hours of library operation, the initiation of "aggressive outreach programs" for all types of children, presentation of programs which appeal to nonusers, the promotion of high standards in collection and programming, cooperation with other community agencies serving children, improvement of in-service training for children's librarians, and guidance for children in selection of appropriate reading materials.[28] Since goals are an important part of the Planning Process, comparison of the Sacramento Central Library children's services goals with lists such as this can provide a verification of Sacramento's place in the world of children's services.

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[24] Mae Benne. "Information Services in Central Children's Libraries," School Library Journal 26 (April 1980): 25.

[25] Ibid., p. 25.

[26] Mary E. Kingsbury, "Goals for Children's Services in Public Libraries," School Library Journal 24 (January 1978): 19-21.

[27] Ibid., p. 20.

Benne summarizes the changes in children's library services in the decade preceding 1978.[29] She notes that services to the parents of users of the children's section have achieved new prominence along with the knowledge that children's libraries can provide significant experiences for children using nontraditional library materials such as toys.

Chelton advocates service to young adults and stresses the important characteristics of understanding and a generalist background which the young adult librarian must possess.[30] Since the children's librarians of the Sacramento Public Library also serve young adults, Chelton, as the leading advocate of young adult services in the United States, offers valuable advice to be considered in staffing the Central children's section.

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[28] Ibid., p. 20.

[29] Mae Benne, "Educational and Recreational Services of the Public Library for Children," Library Quarterly 48 (1978): 499-510.

A 1982 survey of children's collections in California offers a point of comparison for the materials collection of the Central children's section.[31] Grover and Moore's article states that collections consist mainly of print materials but that nonprint items such as records, games, cassettes, pictures, toys, films, and videocassettes are also represented in California libraries. The ranking of programming types included class visits in the first rank with preschool story hours, visits to schools, film programs, and puppet shows completing the top five.

In summary, while little research has been done directly relating to central libraries and their children's sections, the literature provides many guides to evaluating the local community and many studies which highlight important areas of children's services to be considered in those evaluations and in planning for future service.

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[30] Mary K. Chelton, "Educational and Recreational Services of the Public Library for Young Adults," Library Quarterly 48 (1978): 488-498.

[31] Robert Grover and Mary Kevin Moore, "Print Dominates Library Service to Children," American Libraries 13 (1982): 268-269.

CHAPTER 3

Methodology and Research Design

The first step in assessing the market for children's services at the Central Library was development of a statistical profile of the community. While the statistical profile can indicate possible needs, it offers no information about opinions or possible use patterns. To assess families' opinions and needs for children's library service in the Central Library service area, a survey was deemed necessary and was conducted.

The population of interest consisted of families with children under fourteen years of age. Children are normally fourteen years old at the end of the eighth grade. Specification of this age group served to limit the population to the grade levels to be served by the Central children's section. Since no source offers a list of families which fall into this population, names and telephone numbers were selected from the 1985 Haines Criss-Cross Directory[1] which was the edition available at the time of the survey (March, 1986). Every fifth telephone number was selected from listings for streets in the Sacramento County Community Areas of Downtown, Land Park-Pocket-Meadowview, and East City. The entire Downtown and East City areas were included. Because the southern neighborhoods of the Land Park-Pocket-Meadowview area are adequately served by two of the largest collections of children's materials in Sacramento County and are up to eight miles away from the Central Library, only the areas of River Oaks and New Helvetia (immediately south of Broadway and west of Riverside Boulevard) and other areas north of Sutterville Road and west of 21st Street and Freeport Boulevard were covered.

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[1] Haines and Company, Inc., Haines 1985 Sacramento City and Suburban Criss-Cross Directory (North Canton, OH: Haines and Company, 1985).

Use of the Haines Directory, primarily because it was almost a year old by the survey date, presented a major problem. Many telephone numbers were unreachable because they had been disconnected or changed. No attempt was made to reach families whose numbers had been changed because it was difficult to ascertain whether the new number was within the geographic area to be surveyed. The possibility of using lists of numbers within specific telephone exchanges was investigated. This idea was discarded due to the cost of the lists and also because exchanges do not coincide with the geographic area covered by the survey.

A telephone survey was chosen over a written instrument or personal interviews for several reasons. First, the study's staff and funds were limited. Telephones were available at the Central Library and volunteers were available for a few nights only. Personal interviews would have required many days and probably could only have been conducted on a house to house basis. A written instrument would have incurred postage costs in both directions. A second reason was the diversity of languages and limitations of English usage among the respondents. Personal interviews in some areas would have required a knowledge of Spanish, Chinese, and Vietnamese. A written instrument would have required translation into three languages besides English and would have been so voluminous that many of those surveyed may have refused to answer. Readers of this study must be aware that the survey contains the bias introduced by all telephone surveys. The survey missed the opinions of the group not owning telephones. This risk was considered worthwhile due to limitations in staffing and funds. Any estimate of future use was considered by library administrators to be more valuable than planning without information.

Volunteer survey workers with a knowledge of Spanish, Chinese, and Vietnamese were recruited and did participate. Some attempt was made to identify the need for a foreign language survey by the name given in the Haines Directory. This was not totally successful since exact nationality could not be identified and respondents of other nationalities often spoke English. No solution to this problem could be identified using the methods available.

Data Collection

The survey was administered by volunteers over a period of three weeks in March, 1986. The survey was conducted between the hours of 7 p.m. and 9 p.m. on Tuesday, Wednesday, and Thursday nights. These hours were chosen because: (1) the telephones at Central Library were available after the staff went home at 6 p.m., (2) many of the volunteers were library employees who worked until 6 p.m., and (3) it was hoped that most families would have finished dinner and would be available in the evening. One additional attempt was made to reach each telephone number which was still connected and which was not answered during the first call.

After a brief introduction identifying the caller and explaining the purpose of the study, an adult in the household was asked a qualifying question ("Are there children under fourteen years old living in your home?"). Respondents answering "yes" were asked the remaining questions which appear on the questionnaire in Appendix B. Persons responding "no" were asked questions 27 and 28.

The number of completed calls excluding those who refused to answer was 532. Of that number 464 respondents did not have children under fourteen in the home. Sixty-eight respondents (12.8 percent) did have children. The number of households with children in the survey area was not available so no comparisons can be made between the sample and the population. Records on the total number of calls were not kept due to inadequate provision for volunteers to record the number of calls made, telephones disconnected, surveys refused, etc.

Analysis Techniques

Using the data collected, frequencies of all responses were tabulated. Crosstabulations of groups of two major variables which could have affected one another were also evaluated. Because most of the data is of the nominal order (i.e., "numbers or other symbols are used simply to classify an object, person, or characteristic"[2]), interval estimations (mean, median, standard deviation) were not appropriate. In these cases frequencies were simply tabulated. The crosstabulations of the nominal groups were analyzed using chi-square which is a nonparametric measure of association appropriate to nominal data.[3] Nonparametric measures were used because no estimate of the population parameter was available.

Two variables representing the number of books read for pleasure and the number of books read to children consisted of interval data. Mean, median, and standard deviation were calculated in these cases.

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[2] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill, 1956), 22.

[3] Ibid., p. 23.

Tabulations and calculations were performed using the Statistical Package for the Social Sciences (SPSS) available on the computer at California State University, Sacramento.

CHAPTER 4

Community Profile

The Public Library Association Planning Process advocates the development of a community profile to aid in planning and decision making. The profile is compiled from secondary sources and should include any of the following areas which apply to the library system and the study in progress:

1. The community environment.
    a. Growth and development of the community.
    b. Community government.
    c. Business and industry.
    d. Communications and transportation.
    e. Educational facilities.
    f. Climate and recreation.
    g. Cultural facilities and activities.
    h. Community groups and organizations.
    i. Community information resources.
2. General characteristics of the population.
    a. Age.
    b. Race and language.
    c. Educational level.
    d. Occupation.

e. Income level.

f. Household size.[1]

For various reasons some items specified for the community profile will not be considered. Community government and business and industry will not be covered because they have little bearing on family use of the library. Both of these areas should be evaluated when planning for the Central children's section because they will affect use of the collection by groups other than families. Employees of businesses, industry, and government in the greater downtown area may use the Central Library's resources to select books for their children. Community government constraints on planning can more effectively be evaluated by library employees who interact with City and County government agencies on a regular basis. The general characteristics not applicable when considering the number of children who will use the children's section are educational level and occupation. Because their education is still in progress, children in the families being studied will not have reached their final educational level. School enrollment will be substituted for educational level in this profile. The occupation of the children in the study area will be assumed to be student.

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[1] Vernon E. Palmour, Marcia C. Bellassai, and Nancy V. De Wath, A Planning Process for Public Libraries, (Chicago: American Library Association, 1980), 91-103.

The community originally chosen for this study was the Downtown Community Area plus the New Helvetia and River Oaks low-income housing projects. This is generally considered the primary service area of the Central Library. During the compilation of the community profile, it became apparent that the population under fifteen living in the Downtown area was very small and that it would be difficult to obtain a sufficient number of responses to evaluate patron needs. The community profile was then expanded to include the two contiguous community areas of East City and Land Park-Pocket-Meadowview (see maps in Appendix A). Because the Land Park-Pocket-Meadowview area is so large, statistics for that area will be augmented by neighborhood statistics from the Neighborhood Statistics Program of the United States Bureau of the Census. Projections of population and housing are available only in community area breakdowns.

Description of the Environment

Growth and Development of the Community

Population growth trends are shown in Table 1. The population growth rates between 1970 and 1980 for the three community areas are much lower than that of Sacramento County as a whole. Projected population growth between 1980 and 1985 and between 1985 and 1995 shows a slightly different trend. The Downtown Community Area will be growing at a much higher rate than in the past (1985-1995 = 10.2 percent

Table 1

Population Growth in the Study Area

	Downtown	Land Park-Pocket-Meadowview	East City	Sacramento County
Population (1980)	29,465	86,214	69,996	783,381
Percentage growth rate (1970-1980)	0.7	4.8	4.1	23.5
Projected population (1985)	32,157	99,502	74,554	889,800
Percentage growth rate (1980-1985)	9.1	15.4	6.5	13.6
Projected population (1995)	35,428	110,471	73,635	1,092,603
Percentage growth rate	10.2	11.0	-1.2	22.8

Source: Community Services Planning Council, Inc., Sacramento Source Book for Community Planners (Sacramento: Community Services Planning Council, 1985), 283, 296, 309.

compared to 0.7 percent from 1970-1980). The surge of growth in the primary service area of Central will affect the local population using the library. Since projections by age groups in the community areas are not available, the effect on children's services at Central cannot be gauged. The Land Park-Pocket-Meadowview area will also grow at a much higher rate (11.0 percent between 1985 and 1995). Growth in this community is spread over a very large area with some neighborhoods separated from Central by many miles. East City will actually lose population before 1995 with a decline of 1.2 percent between 1985 and 1995.

The projections for growth in housing show modest gains in the Downtown and East City areas and larger gains in the Land Park Community Area. Table 2 shows that Downtown will gain approximately 4,000 housing units as the number of multiple family units rises and single family dwellings decline. East City will gain a little over 2,600 units with a slight gain in single family dwellings but most of the increase in multiple family units. Land Park-Pocket-Meadowview shows the greatest gain of the three areas with an increase of over 16,000 homes although it is likely that much of this construction will occur in the currently undeveloped southern part of the community outside the Central Library service area (see Map 2 in Appendix A).

Table 2

Current and Projected Housing Units in the Study Area

	Downtown	Land Park-Pocket-Meadowview	East City	Sacramento County
Single family				
1984 base	2,661	26,308	25,635	214,736
1990	2,549	30,552	25,708	249,287
2005	2,328	38,262	25,897	327,470
Multiple family				
1984 base	15,543	9,816	10,216	107,744
1990	17,051	11,606	11,153	130,709
2005	19,956	14,735	12,761	177,768
Mobile home				
1984 base	72	6	444	12,983
1990	60	1	377	15,353
2005	49	0	318	19,717
Total housing				
1984 base	18,276	36,130	36,295	335,463
1990	19,660	42,159	37,238	395,349
2005	22,333	52,997	38,976	524,955

Source: Sacramento Area Council on Governments.

Urban planning for changes in the immediate area of the Central Library could have a marked effect on the population using the library. The Sacramento Urban Design Plan, still under consideration and in draft form at the time of this study, promises to make the Central Business District of

Sacramento a more inviting place for families.[2] Especially promising are plans to rejuvenate the shopping areas surrounding the K Street Mall, to create vista-type streets which would be very attractive to pedestrians and motorists, and to recreate a safe, active nightlife in the downtown area. The draft Streetscape Guidelines[3] promise to provide at least a partial solution to the traffic dangers encountered by pedestrians as Ninth Street (immediately bordering the library) and Tenth Street receive a wider sidewalk area and parking is eliminated from those streets.[4] Plaza Park (the block between Ninth and Tenth, I and J Streets) is also to be rejuvenated as "an active urban center with new activities for both the day time and nighttime."[5] Families are often reluctant to come to Central because they must pass Plaza Park, a haven for indigent men, walking from the parking lot at Tenth and I Streets. Families attending activities in Plaza Park could be tempted to attend programs at Central or might drop in to select books for use at home. The pedestrian promenade on Ninth Street leading from the K Street Mall could provide convenient access for shoppers wanting to use the resources of Central. Expansion of downtown parking is also planned.[6]

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[2] Sacramento Housing and Redevelopment Agency and Sacramento Department of City Planning and Development, Sacramento Urban Design Plan: Draft 8.11.86, (Sacramento: n.p., 1986).

[3] Sacramento Housing and Redevelopment Agency and Sacramento Department of City Planning and Development, Sacramento Urban Design Plan: Streetscape Guidelines, Draft (Sacramento: n.p., 1986).

[4] Ibid., Section 4.2.3.

[5] Ibid., Section 4.2.3.

Communications and Transportation

Communications in connection with urging shoppers and families attending cultural activities must be explored and expanded. Recommendations for ways of marketing the library to these groups will be detailed at the end of the study.

Transportation and its effect on Central Library planning cannot be evaluated at this time. The Light Rail System linking northern areas of the county with the Central Business District has only recently opened. Studies of ridership and success of the system will no doubt appear within the next year. The library should attempt to cooperate with Regional Transit by asking that specific reference be made to the library when riders are asked to complete questionnaires (i.e., if asked why they rode the Light Rail today, riders should be offered the option "to visit the Central Library.") The Light Rail offers two stops on the K Street Mall convenient to the library. These are the Cathedral Square (K Street Mall between Tenth and Twelfth Streets) and St. Rose of Lima Park (K Street Mall

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[6] Sacramento Housing and Redevelopment Agency and Sacramento Department of City Planning and Development, Sacramento Urban Design Plan: Draft 8.11.86, (Sacramento: n.p., 1986), 31.

Light Rail offers very little help for the lower income child in the four housing projects in the Central primary service area. Alkali Flat is served by only one stop at the extreme eastern border of that neighborhood. Dos Rios is separated from any station by distance and the traffic of Twelfth Street. River Oaks and New Helvetia are many blocks from a station. The fare, even at the off-peak rate of $.85 per person, is likely to deter a lower income family from riding. Light Rail's impact for Central is likely to be a greater influx of suburban library users.

Education Facilities

Public schools in the study area are listed along with their total enrollment in Table 3. Due to their distance from the Central Library, schools in the East City area located east of California State University, Sacramento have been eliminated. A complete listing of public schools and addresses appears in Appendix C. This list should prove helpful in initial contacts with teachers and principals in the area. Private schools can be located by using the California Private School Directory.[7] Since many private schools consist of only one or two students, they are not detailed here. School enrollment by grade level will be

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[7] California State Department of Education, Bureau of Publications, California Private School Directory 1985-86 (Sacramento: California State Department of Education, 1986).

Table 3

Public Elementary and Middle Schools in the Study Area

Community area/school name	Enrollment
Downtown:	
Dos Rios Elementary	183
Washington Elementary	381
William Land Elementary	395
Leland Stanford Junior High (grades 7 & 8 only)	99
TOTAL ENROLLMENT	1,058
Land Park-Pocket-Meadowview: (New Helvetia, Old Land Park, and Riverside neighborhoods)	
Crocker/Riverside Elementary	483
Jedediah Smith Elementary	515
California Middle	895
TOTAL ENROLLMENT	1,893
East City: (West of California State University, Sacramento)	
Caleb Greenwood Elementary	544
David Lubin Elementary	634
Fruit Ridge Elementary	550
Marian Anderson Elementary	477
Mark Twain Elementary	478
Oak Ridge Elementary	615
Peter Burnett Elementary	662
Phoebe Hearst Basic Elementary	502
Tahoe Elementary	676
Theodore Judah Elementary	505
Kit Carson Middle	547
Sutter Middle	848
Will C. Wood Middle	779
TOTAL ENROLLMENT	7,817
GRAND TOTAL	10,768

Source: California State Department of Education, Bureau of Publications, California Public School Directory 1986 (Sacramento: California State Department of Education 1986), 365.

Sacramento City Unified School District, Enrollment and Attendance Report for the Sixth School Month Ending February 20, 1987 (n.p.: Sacramento City Unified School District, 1987), 1-2.

covered under the School Enrollment portion of the demographic section of this profile.

Climate and Recreation

The only comment on climate is that more families are likely to come to Central in the spring and summer when the weather is better for family outings. This will be even more true when families come to Central following shopping and attending outdoor events in Plaza Park.

Sacramento offers such a variety of year-round recreational opportunities that no one event is likely to add to or detract from use of the library. The only events of note would be activities in and around the downtown area such as parades, shopping, and events at the Community Center, on the K Street Mall, in Old Sacramento, and, in the future, at Plaza Park.

Cultural Facilities and Activities

Sacramento presents a wide variety of cultural activities in locations near the library such as the Community Center and the Memorial Auditorium. Events are so varied and change so much from year to year that they will not be covered here. Cultural events should be evaluated before staffing the Central children's section. Changes in the Central Business District will create many new cultural opportunities before the children's section is opened.

Community Groups and Organizations

Community groups are often difficult to locate since local chapters of such groups as Camp Fire and Scouts do not appear in directories. Groups such as this change quite often and the statistics applicable today will probably not be applicable when the children's section is opened.

Large community agencies serving children and families are listed in Appendix D. Preschools and licensed day care facilities are listed in Appendix E. Both the community agencies and preschool/day care facilities represent added opportunities for programming at the Central library.

Community Information Resources

For children the most prominent community information resources are the school, the library, and to some extent community organizations. Schools and community organizations have already been listed.

Central competes with other Sacramento Public Library services in the area of the study. Other services in the Downtown area are the McClatchy Branch in the southeast corner of the community area and the bookmobile stop at Dos Rios in the northeast area. "Competitors" in the Land Park-Pocket-Meadowview area are the Belle Cooledge and Martin Luther King Branches and the River Oaks and New Helvetia bookmobile stops. The East City area is currently covered by four branches: McKinley, Oak Park, Gillis, and Fruitridge. In the planning stage is the combination of Oak

Park, Gillis, and Fruitridge into a new, larger branch. Central's role in picking up some of the areas now served by those branches is not clear.

General Characteristics of the Population

The demographic section of this profile will detail two population parameters: the area within seven to ten blocks of the Central Library and the entire study area with comparisons to Sacramento County. The area within seven to ten blocks of Central Library will be considered the parameter of the population which would use Central as a local "branch." It includes the neighborhoods of Alkali Flat, Capitol Area, Central Business District, and Washington detailed in the Neighborhood Statistics Program of the Bureau of the Census. Statistics for the entire study area will be taken from sources broken down by the Sacramento County Community Areas. Areas to be considered are Downtown, Land Park-Pocket-Meadowview, and East City. Demographics for the Land Park-Pocket-Meadowview area are supplemented by data from the Neighborhood Statistics Program for the populations of the New Helvetia, Old Land Park, and Riverside neighborhoods, the only sections of the community included in the survey. A map of the neighborhoods taken from the Neighborhood Statistics Program appears in Appendix A.

The categories presented in community area statistics differ somewhat from those used in the neighborhood statistics. In most cases data are presented in the categories given in the original source. Most statistics were derived from the 1980 census.

Age

Because the data is now seven years old, the 1980 census does not offer an exact picture of the age groups within the population. When using this data, the reader (in 1987) must remember that the one-year-olds are now eight and that most of the two older groups (five to nine or six to nine and ten to fourteen) are now beyond the age being considered. Current information on grade level of children in elementary and middle schools is available in school district enrollment figures. This information will be covered in the School Enrollment Section appearing later in this profile.

As shown in Table 4, the number of children in the local branch area of Central is very small, numbering only 772 within the seven- to ten-block area. The reader is reminded that children under six (at minimum) are unlikely to come to any library alone. The traffic situation in the Downtown area effectively blocks children above six from reaching the library alone. Central is thus left with a very small local population of potential child users made even smaller by their dependence on adults to transport them to the library. Central's children's section must therefore function as more than a local branch children's room in order to be effective. It must draw families from more than the surrounding area as well as appeal to the adults which provide transportation for the local children.

Table 4

Children Under Fifteen Within Seven to Ten Blocks of Central Library

Age of Children	Alkali Flat	Capitol Area	Central Business District	Washington
Under 5	81	57	29	156
5-9	79	24	17	107
10-14	56	37	16	113
Total under 15	216	118	62	376
Total population	911	3,340	2,907	2,084

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-1, P-2, P-7.

Of the three community areas in the study, Downtown has the lowest population, the lowest number of children under fifteen, and the lowest percentage of its population under fifteen. Only 10 percent of the Downtown population is under fifteen compared with 21 percent for Sacramento County (see Table 5). Even with the addition of the 705 children living in the New Helvetia neighborhood (composed mostly of

Table 5

Children Under Fifteen in the Study Area

Age	Downtown	Land Park-Pocket-Meadowview	East City	Sacramento County
Under 1	339	1,181	1,027	12,790
1	269	1,139	866	11,641
2-5	866	4,309	3,289	42,365
6-9	703	4,453	3,312	43,009
10-14	907	6,756	4,424	58,269
Total under 15	3,084	17,838	12,918	168,074
Total population	29,465	86,214	77,192	783,381
Percent of population under 15	10	20.6	16.7	21

Source: Sacramento County Health Council and Institute for Demographic Studies, *Profiles of Sacramento County* (n.p.: n.p., 1986), 13, 15.

the New Helvetia and River Oaks low-income housing projects), the number of children to be served in this area would be only 3,789. With the possibility of more than one child per family, the number of available responses to the survey was further reduced. In order to create a larger interview pool, the survey area was extended to include the Land Park-Pocket-Meadowview and East City Community Areas.

All three community areas and two of the three neighborhoods in the Land Park community (see Table 6) are below the county percentage of children compared to the total population. Downtown (10 percent) and East City (16.7 percent) are well below the county's 21 percent. Land Park-Pocket-Meadowview is closer to the county average with 20.6 percent of its population under age fifteen; but when its neighborhoods are examined, Riverside with 13.6 percent and Old Land Park with 15.3 percent are again well below the county average. Only the New Helvetia neighborhood exceeds the county average with 34 percent.

When considering the larger area, Central is located in the midst of neighborhoods composed mostly of adults. The children's section must therefore extend its appeal beyond the greater Downtown area into the suburbs by offering services which the branches cannot offer.

Race and Language

The ethnic mixture of the area under study can suggest the types of programs which could be offered in the Central

Table 6

Children Under Fifteen in Survey Neighborhoods of Land Park-Pocket-Meadowview Community

Age of Children (1)	New Helvetia (2)	Old Land Park (3)	Riverside (4)	Land Park-Pocket-Meadowview (5)
Under 5	248	360	128	*
5-9	236	321	120	*
10-14	221	371	142	6,756
Total under 15	705	1,052	390	17,838
Total population	2,070	7,756	2,549	86,214

Sources:

Columns 2, 3, and 4: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-4, P-5, P-6.

Column 5: Sacramento County Health Council and Institute for Demographic Studies, Profiles of Sacramento County (n.p.: n.p., 1986), 15.

*Community area statistics are tabulated for ages 2-5 and 6-9 and therefore do not represent the same groupings as the Neighborhood Statistics.

Library children's section as well as identify needs for special collections based on ethnic identity. Evaluation of populations which are limited English speaking allows a library to provide sufficient materials in each reader's language.

Once again, the 1980 Census statistics are somewhat incomplete in assessing Sacramento's ethnic and non-English-speaking communities. Many Southeast Asian refugees have settled in Sacramento since 1980 and the population of Vietnamese and Laotian residents is no doubt much larger in 1987. It will be necessary to reassess the need for collections for these groups when the results of the 1990 Census become available.

The local area around Central is composed predominantly of white residents (see Table 7, page 42). Two neighborhoods (Alkali Flat and Washington) are more than 50 percent of Spanish origin. The Central Business District is 14 percent Spanish and the population of Spanish origin in the Capitol Area is 8 percent. No other ethnic group is as highly represented in any neighborhood. The existence of a special collection of materials geared to the interests of children of Mexican American and Spanish background would be a worthwhile effort in urging families from the surrounding neighborhoods to use the Central children's section.

The three community areas are also predominantly white (see Table 8, page 43). Downtown is 19 percent Spanish and

12 percent Asian-Pacific Islander. The Spanish population of East City is 12.6 percent while the percentage of Asian-Pacific Islanders is only three. Land Park-Pocket-Meadowview is the only community where the Asian-Pacific Islander population (16 percent) is larger than the Spanish population (11 percent). When the pertinent Land Park neighborhoods are examined in Table 9, page 44, New Helvetia is 31.9 percent Spanish and 30.8 percent Asian-Pacific Islander, Old Land Park is 6.2 percent Spanish and 7.3 percent Asian-Pacific Islander, and Riverside is 13 percent Spanish and 32.7 percent Asian-Pacific Islander. While the Spanish-origin populations are less dominant in the community areas, the Spanish-interest collection which appears to be needed for Central's local community would benefit them as well. The special collections appealing to Asian-Pacific Islander groups might well be located at McClatchy and Belle Cooledge Branches since they also serve the Land Park areas and are more conveniently located than Central. Occasional programs on Asian themes and a small, representative collection of Asian-interest materials might be sufficient to promote use of Central's children's section among these groups.

Language needs are somewhat difficult to identify in the Census statistics. The Neighborhood Statistics list Spanish-speaking residents by age group and by English-speaking ability, but the statistics concerning other languages are not broken down. Community area statistics are grouped by age and ethnic group with no mention of specific languages or degree of English-speaking ability.

Table 7

Ethnic Breakdown of Population Within Seven to Ten Blocks of Central Library

Ethnic Group	Alkali Flat	Capitol Area	Central Business District	Washington
White	425	2,756	1,999	1,975
Black	92	236	289	111
American Indians, Eskimos, Aleutians	54	47	63	33
Asian-Pacific Islanders	11	133	270	66
Other	329	178	286	799
TOTAL POPULATION	911	3,340	2,907	2,084
Spanish origin (regardless of race)	470	283	414	1,055

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-1, P-2, P-7.

Table 10 (page 45) shows language skills of children under eighteen living in Central's local area. Spanish is the dominant foreign language in all four neighborhoods. Although most of the Spanish-speaking children also speak

Table 8

Ethnic Breakdown of Population
in the Study Area

	Downtown	Land Park-Pocket-Meadowview	East City	Sacramento County
White	19,303	51,450	60,682	636,129
Black	2,263	14,436	6,953	58,596
American Indian	550	461	745	9,840
Eskimo and Aleutian	5	6	24	98
Japanese	740	5,217	916	12,146
Chinese	2,064	6,689	754	13,782
Filipino	126	1,258	294	6,826
Korean	35	107	81	1,433
Asian Indian	103	405	151	1,655
Vietnamese	359	169	47	2,520
Hawaiian, Guamanian, and Samoan	122	94	31	1,483
Other Asian	63	179	38	1,096
Other	3,776	5,743	5,468	37,777
TOTAL POPULATION	29,509	86,214	76,184	783,381
Spanish origin (regardless of race)	5,670	10,136	9,639	73,918

Source: Sacramento County Health Council and Institute for Demographic Studies, Profiles of Sacramento County (n.p.: n.p., 1986), 20-21.

English, they and their families would no doubt use a Spanish-language materials collection. This collection would compliment and enrich the special collection of materials on Spanish interests.

Table 9

Ethnic Breakdown of Population in Survey Neighborhoods of Land Park-Pocket-Meadowview Community

Ethnic Group	New Helvetia	Old Land Park	Riverside	Land Park-Pocket-Meadowview
White	440	6,803	1,338	51,450
Black	388	95	177	14,436
American Indians, Eskimos, Aleutians	70	20	19	467
Asian-Pacific Islanders	639	573	834	14,118
Other	533	265	181	799
TOTAL POPULATION	2,070	7,756	2,549	86,214
Spanish origin (regardless of race)	662	485	333	10,136

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-4, P-5, P-6.

The limited English-speaking children of the Downtown Community Area are predominantly of Spanish origin (see Table 11, page 46). Land Park contains the largest number of limited English-speaking children of Asian-Pacific Islander origin. Once again the Asian language collections could remain at McClatchy and Cooledge Branches. East City's limited English-speaking population under eighteen is small.

Table 10

Limited English-Speaking Residents Under Eighteen Within Seven to Ten Blocks of Central Library

	Alkali Flat	Capitol Area	Central Business District	Washington
Language other than English spoken at home				
Spanish (Age 5-17)	127	4	7	131
Other language (Age 5-17)	0	0	13	0
Persons above who do not speak English well or do not speak English at all				
Spanish at home	45	4	0	15
Other language at home	0	0	4	0

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-9, P-10, P-15.

Table 11

Limited English-Speaking Residents Under Eighteen in the Study Area

	Downtown	Land Park-Pocket-Meadowview	East City	Sacramento County
Limited English-speaking				
Age 5-13	286	192	23	
Age 14-17	90	108	24	
Total under 18	376	300	47	
Limited English-speaking by ethnic group (age 5-17)				
Asian-Pacific Islander	109	151	2	
Hispanic	237	117	39	

Source: Community Services Planning Council, Inc., Sacramento Source Book for Community Planners (Sacramento: Community Services Planning Council, 1985), 285, 298, 311.

Table 12 (page 49) details children's language skills in the Land Park neighborhoods included in the survey. New Helvetia appears to be the only neighborhood with a definite need for a foreign language collection.

School Enrollment

Table 13 (page 50) shows the 1980 school enrollment in nursery schools and schools kindergarten through eighth grade in the local area. Table 14 (page 51) details enrollment by school and grade level for the month ending February 20, 1987. These statistics provide the most current information and the only age-specific groupings available. The largest group of children is found in the grades 1-3 category. This group would coincide with the six to nine age group. The second largest group consists of middle school students (grades 7 and 8). These children would be twelve to fourteen years old. The third and fourth categories are grades 4-6 (nine- to twelve-year-olds) and kindergartners (age five or six). Enrollment statistics by age for the pre-schools and child care centers were not available. Because children are often transported to schools in other neighborhoods, enrollments do not necessarily indicate the population of children residing in a specific area. Some children enrolled in these schools may live outside the study area.

Income Level

Median incomes for families are listed in the Neighborhood Statistics. Community statistics sources list median incomes for all households.

The lowest median income (1979) shown in Table 15 (page 52) for families in the local area is $4,495 (Alkali Flat). This is well below the poverty threshold (1979) of $7,412. The other three neighborhoods posted a median family income above the poverty level with the Capitol Area having the highest median family income of $11,875. Children under eighteen represent 37.6 percent of the poverty population in Alkali Flat, 24.9 percent in the Washington neighborhood, 12.4 percent in the Capitol Area, and 4.1 percent in the Central Business District. The staff of Central should consider cooperation with social service agencies in the area and the possibility of offering programs in conjunction with these agencies. Tutoring services for low-income students is only one example of a program which could be offered by a community agency utilizing Central's facilities and collections.

The Downtown community area (see Table 16, page 52) has a 1979 median household income of $9,517. East City is higher with $16,614 and Land Park is much higher with $37,723. The Land Park neighborhoods considered in the survey (see Table 17, page 53) vary greatly from New Helvetia with a poverty-level family median of $7,024 to Riverside with $20,943 and Old Land Park with $25,799. The number of children in each community under the poverty level is also shown in Table 17, page 53. Since incomes are so varied, no one income level in the greater downtown area can be targeted for service.

Household Size

Household size is easily available only in the Neighborhood Statistics. The number of families with children under eighteen, the total number of families, and the average number of persons per family in the local area of Central are shown in Table 18, page 54. The average family in the four neighborhood area consists of 2.815 persons. The information on the number of families served to reinforce the need to expand the survey area.

Table 12

Limited English-Speaking Residents Under Eighteen in Survey Neighborhoods of Land Park-Pocket-Meadowview Community

	New Helvetia	Old Land Park	Riverside	Land Park-Pocket-Meadowview
Language other than English spoken at home				
Spanish (age 5-17)	104	36	89	*
Other language (Age 5-17)	211	54	56	*
Persons above who do not speak English well or do not speak English at all				
Spanish at home	21	0	34	*
Other language at home	94	0	0	*

Source: United States, Bureau of the Census, Neighborhood Statistics Program, *1980 Decennial Census, Neighborhood Statistics, Sacramento, California* (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-12, P-13, P-14.

*Community area statistics are tabulated by ethnic group rather than by language and therefore do not represent the same groupings as the Neighborhood Statistics.

Table 13

School Enrollment Within Seven to Ten Blocks of Central Library

Grade Level	Alkali Flat	Capitol Area	Central Business District	Washington
Nursery school	7	11	0	5
Grades K-8	160	54	30	190
Total enrollment	167	65	30	215

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighorhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-9, P-10, P-15.

Table 14

School Enrollment in the Study Area by School and Grade*

Elementary Schools	Kinder-garten	Grades 1-3	Grades 4-6	Special Education	Total
Caleb Greenwood	93	183	222	46	544
Crocker/Riverside	90	199	191	3	483
David Lubin	125	262	216	31	634
Fruit Ridge	93	254	188	15	550
Jedediah Smith	95	205	183	32	515
Marian Anderson	153	324	0	0	477
Mark Twain	94	215	155	14	478
Oak Ridge	127	261	215	12	615
Peter Burnett	95	231	222	14	562
Burnett GATE**	0	41	59	0	100
Phoebe Hearst	0	173	185	0	358
Tahoe	109	297	254	16	676
Theodore Judah	62	111	32	0	205
Judah MAGNET**	61	198	41	0	300
Washington	94	229	58	0	381
William Land	90	249	56	0	395
Sutter	0	0	308	6	314
Total	1,381	3,485	2,676	189	7,731

Middle Schools	Grade 7	Grade 8	Special Education	Total
California	434	428	33	895
Kit Carson	276	235	36	547
Leland Stanford	35	64	0	99
Sutter	257	255	22	534
Will C. Wood	398	347	34	534
Total	1,400	1,329	125	2,854

Source: Sacramento City Unified School District, Enrollment and Attendance Report for the Sixth School Month Ending February 20, 1987 (n.p.: Sacramento City Unified School District, 1987), 1-2.

*This table includes only the Sacramento City Unified School District. Dos Rios Elementary School is therefore excluded.

**GATE is an acronym for Gifted and Talented Education. The MAGNET school is an interdisciplinary program drawing students from the entire district.

Table 15

Income Levels Within Seven to Ten Blocks of Central Library

	Alkali Flat	Capitol Area	Central Business District	Washington
Median income for families	$4,495	$11,875	$8,235	$9,160
Poverty level residents under 18 (percent)	37.6	12.4	4.1	24.9

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-33, P-34, P-39.

Table 16

Income Levels in the Study Area

	Downtown	Land Park-Pocket-Meadowview	East City	Sacramento County
Median income of households	$9,517	$20,320	$16,614	$17,390
Poverty level residents under 18 (percent)	39.5	17.9	18.7	15.4

Source: Community Services Planning Council, Inc., Sacramento Source Book for Community Planners (Sacramento: Community Services Planning Council, 1985), 286, 299, 312.

Table 17

Income Levels in Survey Neighborhoods of Land Park-Pocket-Meadowview Community

	New Helvetia	Old Land Park	Riverside	Land Park-Pocket-Meadowview
Median income for families	$7,024	$25,799	$20,943	$20,320
Poverty level residents under 18 (percent)	49.3	16.5	51.6	17.9

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-36, P-37, P-38.

Table 18

Household Size Within Seven to Ten Blocks of Central Library

	Alkali Flat	Capitol Area	Central Business District	Washington
Families with children under 18	111	73	44	194
Average size of family	3.39	2.29	2.49	3.14
Total number of families	168	391	146	423

Source: United States, Bureau of the Census, Neighborhood Statistics Program, 1980 Decennial Census, Neighborhood Statistics, Sacramento, California (n.p.: U.S. Department of Commerce, Bureau of the Census, n.d.), P-1, P-2, P-7, P-17, P-18, P-23.

CHAPTER 5

Research Findings and Interpretations

This chapter will cover responses to the telephone survey. A copy of the survey appears in Appendix B.

Demographic Data

Demographic characteristics were addressed in questions 8 (age of children) and 29 (neighborhood of residence).

Table 19 (page 57) details the ages of the children of the families surveyed. Eighty-eight children of the sixty-eight families were grouped into age categories defined by the type of materials used by or programs presented to each group.

The 15 children in the 0-2 age group represented 17 percent of responses. This age generally uses cloth or heavy cardboard books with very simple illustrations. Services for this age group are generally offered to the parent rather than the child with parenting programs and occasionally storytimes where the parent remains with the child. Preschool storytimes and picture books are the services usually provided for the 3-5 age group. Children from this age group represented the largest number of responses (31.8 percent).

The third group (6-10) consists of children in the elementary grades one through five. These children use picture books, easy readers, and easier fiction and nonfiction materials. This is also the group which provides most of the attendance at school-age programs. Twenty-six children or 29.5 percent of responses made this the second largest group in the survey. The 19 children in the last group represent the middle-school-age population (grades 6-9). Fiction materials for this age group are designated JH at the Sacramento Public Library. Programs for these users include young adult reviewer groups and certain film programs. This is usually the age when patrons begin to cross over into the adult departments of the library.

In summary, the percentages for children's age groups were fairly evenly divided and should offer a portrait of library use which gives equal consideration to the needs of each age group. Age group data was analyzed using the multiple response function of the Statistical Package for the Social Sciences (SPSS) computer program. Although the data is numerical, SPSS does not calculate mean, median, or standard deviation in the multiple response function due to possible confusion between the number in the sample and number of total responses.

The question about neighborhoods proved confusing to respondents and difficult to tally. Most respondents were not acquainted with the designations for the neighborhoods and, when asked for street coordinates, were somewhat reluctant to give exact locations. Generalized locations given by some respondents (i.e., J Street with no cross street) were difficult to locate with a neighborhood. To minimize confusion and to attempt to locate responses within a larger area, locations were reconfigured into the community areas used by Sacramento County in statistical sources and community planning. These are the same areas which were used in the Community Profile of this study thus allowing comparisons with the total population.

Table 19

Age of Children

	Count	Percent of responses	Percent of cases
0-2	15	17.0	22.1
3-5	28	31.8	41.2
6-10	26	29.5	38.2
11-14	19	21.6	27.9
Total responses	88*	100.0	129.4
68 valid cases			
0 missing cases			

*Families offering multiple responses to this question account for the difference between cases and responses.

When classified in terms of the community areas, responses appear as given in Table 20, page 59. Thirty-four families or 50 percent of responses live in the Downtown Community Area. East City residents made up 23.5 percent of responses. The Land Park-Pocket-Meadowview area (of which only a limited section was surveyed as explained in the Data Collection section) provided 14.7 percent of responses. Five families did not know what neighborhood they lived in and were not willing to provide street coordinates. Three families did not answer the question. In summary, the greatest number of respondents live in the community area immediately surrounding Central with smaller concentrations of respondents in the other two community areas.

Current Use and Familiarity with Central Library

Current use of the library was queried in question 6. The two variables evaluating current use and the branch used most often, both tallied from question 6, appear in Tables 21, and 22, pages 60 and 61. The sample represented 88.2 percent current users and 8.8 percent nonusers. Two families did not respond to this question. Respondents were considered current library users if they listed a branch name for question 6. Nonusers responded "do not use." The reader must remember that this question does not imply degree of use by any member of the family. Later questions will attempt to gauge amount of use in greater detail.

Table 20

Neighborhood of Residence

	Absolute frequency	Relative frequency (percent)*	Adjusted frequency (percent)**	Cumulative frequency (percent)***
Downtown	34	50.0	52.3	52.3
Land Park-Pocket-Meadowview	10	14.7	15.4	67.7
East City	16	23.5	24.67	92.3
Do not know	5	7.4	7.7	100.0
No answer	3	4.4	missing	
Total	68	100.0	100.0	

*The relative frequency column tabulates percentages for all cases including families which did not answer the question (labeled "missing").

**The adjusted frequency column tabulates percentages for all cases in which an answer was given.

***The cumulative frequency column sums percentages of responses tabulated on the same row and the rows above.

Thirteen different branches and service outlets were used by respondents. Two families or 3 percent of respondents used more than one branch. The branch used most often was McKinley (47.1 percent) followed by McClatchy (13.2 percent), Central (5.9 percent), and Cooledge (2.9 percent). Five families or 7.4 percent used bookmobile stops. Arden, Oak Park, Arcade, Southgate, Orangevale, and King were listed by one family each. Eight families did not respond.

Table 21

Current Library Users

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Yes	60	88.2	90.9	90.9
No	6	8.8	9.1	100.0
No answer	2	2.9	missing	
Total	68	100.0	100.0	

Familiarity with Central Library was gauged by questions 2 and 4. Forty-eight respondents or 70.6 percent were familiar with the Central Library (see Table 23, page 62). When asked the location of Central, 19 respondents or 28 percent gave the exact location of Ninth and I Streets (with one family listing the street address of 828 I Street). Other responses are given in Table 24, page 63. The results would have been somewhat more valuable if more of the respondents had answered the question. The 51.5 percent missing responses not only include people who answered "no" to question 2 and were not asked question 4

Table 22

Branch Used Most Often

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
McKinley	32	47.1	53.3	53.3
McClatchy	9	13.2	15.0	78.3
Central	4	5.9	6.7	60.0
BOO--Seavey (River Oaks)*	3	4.4	5.0	95.0
Cooledge	2	2.9	3.3	63.3
Arcade	1	1.5	1.7	83.3
Arden	1	1.5	1.7	80.0
BOO--Dos Rios*	1	1.5	1.7	90.0
BOO--New Helvetia*	1	1.5	1.7	96.7
King	1	1.5	1.7	88.3
Oak Park	1	1.5	1.7	81.7
Orangevale	1	1.5	1.7	85.7
Southgate	1	1.5	1.7	85.0
McClatchy-McKinley-Central	1	1.5	1.7	98.3
McKinley-Cooledge	1	1.5	1.7	100.0
No answer	8	11.8	missing	
Total	68	100.0	100.0	

*Entries labeled BOO are bookmobile stops at areas indicated.

but also a group of 15 families who may or may not know the location of Central.

In summary, the survey population is composed mostly of library users who are familiar with Central Library and who use a variety of service outlets.

Table 23

Familiarity with Central Library

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Yes	48	70.6	72.7	72.7
No	18	26.5	27.3	100.0
No answer	2	2.9	missing	
Total	68	100.0	100.0	

Library Cards

Library use by the families in the survey was also measured by registration for public library cards. The questions involved here were 9 (covering children's library cards) and 30 (covering the respondent's library card). Assumptions about use based on ownership of a library card are limited since a person may have a card which he/she has never used or may use it to varying degrees. Patrons who have library cards have made a significant step toward use since they must come to the library to register and must complete the paperwork once they come.

Table 24

Location of Central Library

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Ninth and I	18	26.5	54.5	54.5
828 I	1	1.5	3.0	57.6
Eighth and I	3	4.4	9.1	66.7
Ninth and J	2	2.9	6.1	72.7
I Street	1	1.5	3.0	75.8
J Street	1	1.5	3.0	78.8
K Street	1	1.5	3.0	81.8
L Street	1	1.5	3.0	84.8
Downtown	1	1.5	3.0	87.9
Do not know	4	5.9	12.1	100.0
No answer	35	51.5	missing	
Total	68	100.0	100.0	

Children's registration for library cards was evenly divided among the families with 34 families reporting ownership and 34 reporting no cards for their children (see Table

25). The reader must note that Sacramento Public Library does not usually issue library cards to very small children. The usual requirement is that the child be able to write his/her name. The families with children in the 0-2 age group and most families with children in the 3-5 age group would automatically be excluded unless they had older children as well.

Table 25

Children's Library Card Registration

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Yes	34	50.0	50.0	50.0
No	34	50.0	50.0	100.0
Total	68	100.0	100.0	

Respondents with library cards formed a much higher percent (67.6 percent) than did the children (see Table 26, page 65). This is understandable since all respondents were eligible for cards. This question was answered by all but 1 respondent.

Methods and Types of Library Use

Questions 10 (use of librarian), 11 (book selection method), 12 (use of library for homework), and 17 (programs attended) deal with methods and types of library use.

Table 26

Respondent's Library Card Registration

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Yes	46	67.6	68.7	68.7
No	21	30.9	31.3	100.0
No answer	1	1.5	Missing	
Total	68	100.0	100.0	

The responses to question 10 are detailed in Table 27, page 66. This question dealt with families' willingness to ask the librarian to help them find books. This could act as a indicator for the amount of staff needed in the Central children's section. Only 7.4 percent of the families always ask for help. The greatest percentage (39.7 percent) sometimes ask for help. Fourteen families (20.6 percent) seldom ask and 14.7 percent never ask. The number of families always asking for help is probably somewhat lessened by the fact that help is not always needed. Some families like to browse and some children enjoy reading the same book over and over and can usually find it without help. The high percentage of respondents who sometimes ask for help is encouraging since these families seem to be well enough satisified to continue to seek librarian help.

Table 27

Willingness to Ask Librarian for Help

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Always	5	7.4	8.9	8.9
Sometimes	27	39.7	48.2	57.1
Seldom	14	20.6	25.0	82.1
Never	10	14.7	17.9	100.0
No answer	12	17.6	missing	
Total	68	100.0	100.0	

Question 11, tabulated in Table 28, page 67, may offer a partial explanation for those who do not ask a librarian for help. If the patron prefers another method of selection or if another method works, there may be no need to seek help. Forty-one families (68.3 percent) find books by browsing. This proportion of browsers should alert the staff of the Central children's section to the need for clear signs to allow users to find the books they want.

Thirteen families (21.7 percent) use the Computer Output Microfilm (COM) catalog. Five percent of respondents ask other library users. Two responses in the "other" category indicated use of recommended book lists and reviews. One "other" response did not specify method and there were 14 missing responses.

Table 28

Book Location Method

	Count	Percent of responses	Percent of cases
Browse	41	68.3	75.9
COM Catalog	13	21.7	24.1
Ask other user	3	5.0	5.6
Recommended books	2	3.3	3.7
Other	1	1.7	1.9
Total responses	60*	100.0	111.1
Valid cases 54			
Missing cases 14			

*Families offering multiple responses to this question account for the difference between cases and responses.

Question 12 attempted to evaluate the type of library used for homework (see Table 29, page 68). A surprisingly large proportion of the children (45.6 percent) did not have homework although the presence of preschool children in some households may account for a part of that total. Of the children who did have homework, 17.6 percent used only the school library, 8.8 percent used only the public library, and 19.1 percent used both. Three families did not respond to the question.

Table 29

Type of Library Used for Homework

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
School	12	17.6	18.5	18.5
Public	6	8.8	9.2	27.7
Both	13	19.1	20.0	47.7
Neither	3	4.4	4.6	52.3
Do not have homework	31	45.6	47.7	100.0
No answer	3	4.4	missing	
Total	68	100.0	100.0	

Program attendance in the last two years was queried by question 17. The totals in Table 30 (page 70) are made more clear by Table 31, page 71, which groups the responses by age of child using the crosstabulation procedure of SPSS. Responses which seem somewhat strange such as the 0-2 age child who participated in a group visit and the 11-14-year-old who attended preschool storytime were probably caused by the presence of other children of the correct age group in the household. Preschool storytime and school age programs appear to be most popular with 10 responses each. Group visits, probably due to the limited population which is able to participate, is third with 8 responses. Summer programs which are typically offered for only six to eight weeks every year represent the fourth group (5 responses). Seven missing responses were tabulated.

In summary, the questions in this section point to the need for adequate amounts of trained staff to serve each of these needs. Staff should be available to help families locate books, to provide displays and other aids for browsers, to develop book lists, and to present a variety of programs.

Family Reading Habits

Questions 13, 14, 15, and 16 evaluate the extent of children's pleasure reading and the amount parents read to their children. The questions on family reading habits give the closest approximation of future use of the Central children's materials collection.

Question 13 asked whether children read for pleasure. The results appear in Table 32, page 72. Children in

40 families or 58.8 percent of responses did read for pleasure. The children of 27 families did not engage in pleasure reading. Some families may have registered a negative response because their children are so young that they are not yet able to read. One family did not answer the question.

Table 30

Type of Program Attended

	Count	Percent of responses	Percent of cases
Preschool	10	14.1	16.4
School age	10	14.1	16.4
Group visit	8	11.3	13.1
Summer	5	7.0	8.2
None	38	53.5	62.3
Total responses	71*	100.0	116.4
Valid cases 61			
Missing cases 7			

*Families offering multiple responses to this question account for the difference between cases and responses.

Question 14 was asked only when question 13 was answered in the affirmative. Negative and missing answers to question 13 explain 28 of the missing answers to question

Table 31

Crosstabulation of Type of Program Attended and Age of Children

Program	Count Row percent*	Age 0-2 1	Age 3-5 2	Age 6-10 3	Age 11-14 4	Row total*
Preschool	1	2 20.0	9 90.0	2 20.0	1 10.0	10 16.4
School age	2	0 0	4 40.0	8 80.0	1 10.0	10 16.4
Group visit	3	1 12.5	3 37.5	3 37.5	5 62.5	8 13.1
Summer	4	0 0	1 20.0	5 100.0	1 20.0	5 8.2
None	5	11 28.9	14 36.8	13 34.2	11 28.9	38 62.3
	Column total*	13 21.3	25 41.0	24 39.3	18 29.5	61 100.0

Valid cases 61

Missing cases 7

*Percents and totals based on respondents.

14. The question concerned the number of pleasure books read by a child each month. The mean or average number of books read was in the upper range of the 4-6 category (the 2.605 mean listed in Table 33 (page 73) refers to the codes for each category). The standard deviation (also coded) is large placing the mean somewhere between 1-3 books and 7-9 books. The mode or most common answer was 10 or more books. Two families answering "yes" to question 13 did not answer question 14. No comparison was made between a short picture book read by a young child and the longer, more involved book read by a middle school student.

Table 32

Children's Pleasure Reading Habits

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Read for pleasure	40	58.8	59.7	59.7
Does not read for pleasure	27	39.7	40.3	100.0
No answer	1	1.5	missing	
Total	68	100.0	100.0	

Question 15 evaluated the parents' habit of reading to their children (see Table 34, page 74). Twenty-four parents or 35.3 percent always read to their children. Another 32.4 percent (22 families) sometimes read to their children. Fourteen families or 20.6 percent never read to their children. Some parents of children in the 11-14 age range mentioned that they answered "never" because the children can read their own books. Eight families gave no answer to the question.

Table 33

Number of Pleasure Books Read Per Month

	Code	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
1-3	1	11	16.2	28.9	28.9
4-6	2	9	13.2	23.7	52.6
7-9	3	2	2.9	5.3	57.9
10 or more	4	16	23.5	42.1	100.0
No answer		30	44.1	missing	
Total		68	100.0	100.0	

Mean 2.605; median 2.389; standard deviation 1.306.

Again question 16 required an affirmative answer to the previous question with "no" or missing answers to question 15 accounting for 24 of the missing answers to question 16.

The median answer to this question (again coded) was at the top end of the 4-6 category. The standard deviation once again provides a range from 1-3 books to 7-9 books. None of the families listed the 7-9 category as a choice so it does not appear in Table 35, page 75. The mode or most common answer here was 10 or more books read to children per month. A group of parents interested in reading to their children might provide an audience for a storytelling or reading aloud workshop to be offered by the Central children's staff.

Table 34

Parent's Habit of Reading to Children

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Always	24	35.3	40.0	40.0
Sometimes	22	32.4	36.7	76.7
Never	14	20.6	23.3	100.0
No answer	8	11.8	missing	
Total	68	100.0	100.0	

In summary, the families in the study are committed to their children's reading. More than half of the children read for pleasure and in well over half of the families the parent reads to the child(ren). The respondents within both groups read varying numbers of books.

Table 35

Number of Books Read to Children
Per Month

	Code	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
1-3	1	11	16.2	26.2	26.2
4-6	2	5	7.4	11.9	38.1
10 or more	4	26	38.2	61.9	100.0
No answer		26	38.2	missing	
Total		68	100.0	100.0	

Mean 2.976; median 3.692; standard deviation 1.352.

Planned Use of Central Library

Questions 18 through 20 dealt directly with use of the Central Library children's section. These questions appeared late in the survey to allow the respondent to be fully acquainted with the types of service possible at a public library children's room before answering these important questions.

Question 18 asked whether the family would use the Central children's section if it were built. Responses appear in Table 36, page 76. Thirty-five families or 51.5 percent of those surveyed said that they would use

Central. Another 19.1 percent were unsure about future use with 1.5 percent responding that the partent would use Central but not the child. Sixteen negative responses were tallied accounting for 23.5 percent of the families. No attempt was made to estimate how often families would use the library.

Table 36

Willingness to Use New Central
Children's Section

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Plan to use	35	51.5	53.8	53.8
Do not plan to use	16	23.5	24.6	78.4
Do not know	13	10.1	20.0	98.4
Parent only	1	1.5	1.5	100.0
No answer	3	4.4	missing	
Total	68	100.0	100.0	

Question 19, answered only the 35 families registering a "yes" response to question 18, surveyed the ways in which these families would use Central. Table 37 (page 77) details the multiple responses to this item. Twenty-five families or 31.6 percent would use books in the library (reference use). Thirty families (38 percent) would borrow books and 24 families (30.4 percent) planned to attend programs.

Table 37

Planned Type of Use

	Count	Percent of responses	Percent of cases
Reference	25	31.6	78.1
Borrow books	30	38.0	93.8
Attend programs	24	30.4	75.0
Total responses	79	100.0	246.9
Valid cases 32			
Missing cases 36			

*Families offering multiple responses to this question account for the difference between cases and responses.

The families answering "do not plan to use", "do not know," "parent only" to question 18 were asked why they would not use Central (question 20). Parking proved to be the number one reason with 14 out of 28 respondents listing that problem (see Table 38, page 78). "Prefer branch library" was second with 8 responses. "Too far" and "too busy" tied for third with 5 responses each, followed by "other" (4 responses) and "no transportation" (2 responses).

The "other" category included one family concerned about security problems and 3 responses which were not defined. It appears that parking improvements would increase Central's attractiveness for some patrons. When respondents were asked how the library could help them, some specifically mentioned the cost of parking as the major problem.

Table 38

Reasons Families Do Not Plan to Use Central Children's Section

	Count	Percent of responses	Percent of cases
Too far	5	13.2	17.9
No transportation	2	5.3	7.1
Parking	14	36.8	50.0
Too busy	5	13.2	17.9
Prefer branch	8	21.1	28.6
Other	4	10.5	14.3
Total responses	38*	100.0	135.8
Valid cases 28			
Missing cases 40			

*Families offering multiple responses to this question account for the difference between cases and responses.

In summary, over half of the families in the study plan to use the Central children's section. Those families who were unsure about or definitely not planning future use offered two notable suggestions for improvement: free parking and better security.

Materials Collection

The types of materials wanted and needed by the families surveyed were evaluated in questions 21 through 23. Questions 21 and 22 assessed the need for foreign language materials.

The community profile section of this study documents the need for materials accessible to children and families with limited English ability. Responses to question 21 ("Would you and your children use foreign language children's books if they were available at the Sacramento Public Library?") validated this need (see Table 39, page 80). Twenty-three families or 33.8 percent of responses said they would use foreign language materials. If these results were extended to the entire population of the area and more than one-third of the library's patrons actually used these materials, the existence of such a special collection would be justified.

Once again, the community profile's evaluation of the predominant language for the foreign language collection was consistent with the responses to question 22 listed in Table 40, page 80. More than half of the 23 families answering

Table 39

Planned Use of Foreign Language Children's Books

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Yes	23	33.8	35.9	35.9
No	41	60.3	64.1	100.0
No answer	4	5.9	missing	
Total	68	100.0	100.0	

Table 40

Preferred Language of Foreign Language Children's Books

	Absolute frequency	Relative frequency (percent)	Adjusted frequency (percent)	Cumulative frequency (percent)
Spanish	12	17.6	52.2	52.2
French	5	7.4	21.7	73.9
Chinese	3	4.4	13.0	87.0
German	1	1.5	4.3	91.3
Spanish-French	1	1.5	4.3	95.7
French-German	1	1.5	4.3	100.0
No answer	45	66.2	missing	
Total	68	100.0	100.0	

"yes" to question 21 listed Spanish as the language they wanted represented in Central's collection. A small collection of French, Chinese, and German books should be included along with the much larger selection of Spanish materials.

The answers to question 23 are listed in Table 41, page 82. The most popular formats for library materials other than books are cassettes and records with 15 responses or 23.1 percent of answers each. Second is computers with 12.3 percent (8 responses). Tied for third with 7 responses each are video and other. The other category included pictures (5 responses), games (3 responses), posters (2 responses), and microfilm (1 response). Some families gave multiple responses in the "other" category accounting for 11 total responses from the 7 cases. Magazines were ranked fourth with 6 responses, followed by toys (4 responses) and films (3 responses). Note that pictures (one of the "other" responses) would have ranked above toys if it had been analyzed as a separate category.

Answers to these questions should allow the Central children's section staff to plan a varied and useful materials collection. In summary, a Spanish-language collection should receive high priority. Cassettes and records should definitely be included along with computers. Inclusion of computers will require some space and equipment planning since a separate area with proper security and some sound control will be necessary. Other materials to consider are circulating videocassettes and, to a lesser extent, pictures, toys, and games. Magazines are usually included as part of the printed materials collection in each of the county's libraries and therefore would automatically be purchased for Central's collection.

Table 41

Preferred Format of Materials
Other Than Books

	Count	Percent of responses	Percent of cases
Cassettes	15	23.1	45.5
Computers	8	12.3	24.2
Films	3	4.6	9.1
Magazines	6	9.2	18.2
Video	7	10.8	21.2
Records	15	23.1	45.5
Toys	4	6.2	12.1
Other	7	10.8	21.2
Total	65*	100.0	197.0
Valid cases 33			
Missing cases 35			

*Families offering multiple responses to this question account for the difference between cases and responses.

Table 42 (page 84) presents a crosstabulation of the format of library materials desired by families and the ages of children in those families. This information should be helpful in determining the appropriate level or reading difficulty of the materials to be purchased in each category.

Day and Time of Use

Families were asked in question 24 to list days and times which were convenient for library use. For ease of computer analysis, responses were grouped by time of day and appear in Tables 43, page 85 (morning hours), 44, page 86 (afternoon hours), and 45, page 88 (evening hours). The "not convenient" category was added to differentiate between families which did not list the particular time of day and families which did not answer the question at all.

In terms of morning hours, Saturday appears to be favored with 15.8 percent of responses. Second is Friday with 9.6 percent of responses. Other days are in the third rank for morning hours with 8.8 percent each. When setting hours for the Central children's section, the staff should give priority to Saturdays when scheduling morning hours.

Wednesday was the most popular afternoon with 28 responses (14.5 percent). Tuesday and Thursday received almost as many responses (27). Monday was third with 26 families finding it convenient, followed by Friday and Saturday with 25 families. Sunday afternoon was the least

Table 42

Crosstabulation of Preferred Format of Materials Other Than Books and Age of Children

	Count	Age 0-2	Age 3-5	Age 6-10	Age 11-14	
Format	Row percent*	1	2	3	4	Row total*
Cassettes	1	4 26.7	6 40.0	2 13.3	6 40.0	15 45.5
Computers	2	3 37.5	2 25.0	2 25.0	3 37.5	8 24.2
Films	3	1 33.3	0 0	1 33.3	1 33.3	3 9.1
Magazines	4	2 33.3	1 16.7	2 33.3	2 33.3	6 18.2
Video	5	2 28.6	4 57.1	2 28.6	2 28.6	7 21.2
Records	6	3 20.0	7 46.7	5 33.3	3 20.0	15 45.5
Toys	7	3 75.0	2 50.0	0 0	0 0	4 12.1
Other	8	1 14.3	4 57.1	1 14.3	2 28.6	7 21.2
	Column total*	7 21.2	14 42.4	10 33.3	9 27.3	33 100.0

Valid cases 33

Missing cases 35

*Percents and totals based on respondents convenient with only 15 responses. Families in all cases (with the possible exception of Sunday afternoons) preferred afternoons to mornings or evenings. Afternoon hours should be the least likely to be cut.

Table 43

Preferred Days for Library Use During Morning Hours

Day	Count	Percent of responses	Percent of cases
Monday	10	8.8	17.2
Tuesday	10	8.8	17.2
Wednesday	10	8.8	17.2
Thursday	10	8.8	17.2
Friday	11	9.6	19.0
Saturday	18	15.8	31.0
Sunday	10	8.8	17.2
Not convenient	35	30.7	60.3
Total responses	114*	100.0	196.6
Valid cases 58			
Missing cases 10			

*Families offering multiple responses to this question account for the difference between cases and responses.

Evening hours (defined as 6 to 9 p.m.) received second priority overall. Saturday night would be most popular with

13 percent of responses. Second was Thursday with 12.4 percent, followed by Monday, Tuesday, and Wednesday with 11.8 percent. Friday, with 10.6 percent, and Sunday, with only 8.7 percent, were least favored. Central might consider hours on Saturday night to satisfy Sacramento's need for library service on a night when none of the branches are open.

Table 44

Preferred Days for Library Use
During Afternoon Hours

Day	Count	Percent of responses	Percent of cases
Monday	26	13.5	44.8
Tuesday	27	14.0	46.6
Wednesday	28	14.5	48.3
Thursday	27	14.0	46.6
Friday	25	13.0	43.1
Saturday	25	13.0	43.1
Sunday	15	7.8	25.9
Not convenient	20	10.4	34.5
Total responses	193*	100.0	332.8
Valid cases 58			
Missing cases 10			

*Families offering multiple responses to this question account for the difference between cases and responses.

In summary, priorities for service hours can be ranked by the count of responses as follows:

1. Wednesday afternoon.
2. Tuesday and Thursday afternoon.
3. Monday afternoon.
4. Friday and Saturday afternoon.
5. Saturday evening.
6. Thursday evening.
7. Monday, Tuesday, and Wednesday evening.
8. Saturday morning.
9. Friday evening.
10. Sunday afternoon.
11. Sunday evening.
12. Friday morning.
13. Monday, Tuesday, Wednesday, Thursday, and Sunday morning.

Crosstabulations of age of children and time of day provide an estimate of the best time for particular programs at the Central children's section. The time periods are detailed in Tables 46, page 89 (morning), 47, page 90 (afternoon), and 48, page 91 (evening). Parenting programs for the parents of 0-2 age children would be most convenient on Saturday mornings since 6 families listed that as the most convenient time. Monday through Friday mornings and Saturday evenings were almost as acceptable with 5 responses each. Preschool storytimes for 3-5 age group are preferred on Tuesday afternoon (14 responses), followed by Monday, Wednesday, and Thursday afternoon (13 responses each). The best morning for preschool storytime would be Saturay since 10 of 12 "morning" families found that day convenient. School-age programs for 6-10 age group should be scheduled on Wednesday or Saturday afternoon (12 responses each) with Tuesday and Thursday afternoons as second choice with 11 families. Middle school students are most likely to attend programs on Saturday evening or, as a second choice, Monday through Saturday afternoons.

Table 45

Preferred Days for Library Use During Evening Hours

Day	Count	Percent of responses	Percent of cases
Monday	19	11.8	32.8
Tuesday	19	11.8	32.8
Wednesday	19	11.8	32.8
Thursday	20	12.4	34.5
Friday	17	10.6	29.3
Saturday	21	13.0	36.2
Sunday	14	8.7	24.1
Not convenient	32	19.9	55.2
Total responses	161*	100.0	277.6
Valid cases 58			
Missing cases 10			

*Families offering multiple responses to this question account for the difference between cases and responses.

Table 46

Crosstabulation of Preferred Days During Morning Hours and Age of Children

Day	Count Row percent*	Age 0-2 1	Age 3-5 2	Age 6-10 3	Age 11-14 4	Row total*
Monday	1	5 50.0	4 40.0	1 10.0	0 0	10 17.2
Tuesday	2	5 50.0	4 40.0	1 10.0	0 0	10 17.2
Wednesday	3	5 50.0	4 40.0	1 10.0	0 0	10 17.2
Thursday	4	5 50.0	4 40.0	1 10.0	0 0	10 17.2
Friday	5	5 45.5	5 45.5	2 18.2	0 0	11 19.0
Saturday	6	6 33.3	10 55.6	6 33.3	3 16.7	18 31.0
Sunday	7	2 20.0	6 60.0	3 30.0	2 20.0	10 17.2
Not convenient	8	3 8.6	12 34.3	17 48.6	12 34.3	35 60.3
	Column total*	12 20.7	24 41.4	23 39.7	15 25.9	58 100.0

Valid cases 58

Missing cases 10

*Percents and totals based on respondents.

Table 47

Crosstabulation of Preferred Days During Afternoon Hours and Age of Children

Day	Count Row percent*	Age 0-2 1	Age 3-5 2	Age 6-10 3	Age 11-14 4	Row total*
Monday	1	4 15.4	13 50.0	10 38.5	7 26.9	26 44.8
Tuesday	2	4 14.8	14 51.9	11 40.7	7 25.9	27 46.6
Wednesday	3	4 14.3	13 46.4	12 42.9	7 25.0	28 48.3
Thursday	4	4 14.8	13 48.1	11 40.7	7 25.9	27 26.6
Friday	5	4 16.0	12 48.0	10 40.0	7 28.0	25 43.1
Saturday	6	4 16.0	11 44.0	12 48.0	7 28.0	25 43.1
Sunday	7	2 13.3	8 53.3	8 53.3	4 26.7	15 25.9
Not convenient	8	6 30.0	8 40.0	6 30.0	5 25.0	20 34.5
	Column total*	12 20.7	24 41.4	23 39.7	15 25.9	58 100.0

Valid cases 58

Missing cases 10

*Percents and totals based on respondents.

Table 48

Crosstabulation of Preferred Days During Evening Hours and Age of Children

	Count	Age 0-2	Age 3-5	Age 6-10	Age 11-14	
Day	Row percent*	1	2	3	4	Row total*
Monday	1	4 21.1	8 42.1	7 36.8	4 21.1	19 32.8
Tuesday	2	4 21.1	8 42.1	7 36.8	4 21.1	19 32.8
Wednesday	3	4 21.1	8 42.1	7 36.8	4 21.1	19 32.8
Thursday	4	4 20.0	8 40.0	6 30.0	6 30.0	20 34.5
Friday	5	4 23.5	8 47.1	5 29.4	4 23.5	17 29.3
Saturday	6	5 23.8	8 38.1	7 33.3	8 38.1	21 36.2
Sunday	7	3 21.4	7 50.0	5 35.7	4 28.6	14 24.1
Not convenient	8	7 21.9	15 46.9	14 43.8	5 15.6	32 55.2
	Column total*	12 20.7	24 41.4	23 39.7	15 25.9	58 100.0

Valid cases 58

Missing cases 10

*Percents and totals based on respondents.

Other Questions

Questions 25 and 26 (dealing with day care programs), 27 and 28 (dealing with respondent use of books in other areas), and 31, 32, and 33 (open-ended comment questions) completed the survey. Responses to these questions were so small or so varied that statistical analysis was not attempted.

The questions on day care attendance were asked to evaluate the extent of the survey area population which would be served by working with preschools or day care centers in the area. The library also wanted to identify the names of preschools and day care facilities in the area. Nine families had children in day care as shown by Table 49, page 93. The names of the day care centers used are also listed in the table.

Questions 27 and 28 were the only questions asked of households without children. A tally of the responses of households with and without children under 14 appears in Table 50, page 94. Each of these responses represents possible use of the collection by adults. The Central staff might consider developing a collection of helpful materials for adults working with children. Also to be considered is the transfer of children's literature materials from the Central's adult collection to the children's section.

The responses to the open-ended comment questions appear in Table 51, page 95. Since all three questions were basically the same, the responses are listed together. The most common response was that patrons want more parking at Central and that parking should be free. Equally important was longer hours at the libraries. Two additional responses requested Sunday hours. Materials collection questions eliciting more than one response called for a greater variety of books and more reference material. All other responses were mentioned only once.

Table 49

Day Care Attendance

	Number of families
Children in day care in Downtown area	9
Day care centers used:	
McKinley Montessori	2
Busy Bee	1
St. Francis of Assisi Extension	1
Theodore Judah	1
Washington	1
Private day care	3

In summary, questions 25 through 33 offer additional ideas for service to groups other than families as well as ways for improving service in the library system. Free parking at Central and longer service hours appear to be important since they were mentioned most often.

Table 50

Respondent Use of Books in Other Areas

Capacity in which books were used	Respondents with children under 15	Respondents without children under 15
Teacher	3	19
Group leader	6	7
Children's literature student	2	5
Own interest	0	3
Tutoring	1	2
Day care	0	1
Librarian	1	0
Nurse	1	0
Social worker	0	1
Teacher aide	0	1
Writer	0	1
Total	14	40

Hypothesis Testing

In order to provide suggestions for marketing the Central Library children's section and to validate theories helpful in planning and later surveys, three hypotheses were tested. In consultation with representatives of the Sacramento Public Library, it was determined that a 90 percent level of certainty concerning the statistical conclusions in the study was sufficient. In order to reject a hypothesis at the 90 percent level, the chi-square value must be greater than or equal to 2.71 and the probability of occurance must be less than or equal to .10.

Table 51

Open-ended Comments About the Library

	Number of responses
Want free parking at Central	4
Longer hours	4
More variety of books	2
More reference material	2
Sunday hours	2
Better hours	1
Better security at Central	1
Books in Spanish	1
Business services	1
Concerned that McClatchy Branch stay open	1
Difficulty using COM catalog	1
Does not like COM catalog	1
Help in stacks at Central	1
Help with Girl Scout programs	1
McClatchy Branch open on Saturdays	1
Monday hours at McKinley Branch	1
More attractive atmosphere--more open space (Central)	1
More children's summer programs	1
More publicity about services	1
More standardized schedule for branches	1
Varied hours	1
Wants bookmobile to come more often to Seavey Circle	1
Wants bookmobile on weekends or stay later (Seavey Circle)	1
Total	32

Hypothesis 1

H_o: There is no relationship between planned use of the Central children's section and the distance from families' homes to Central.

H_a: Families living closer to Central are more likely to plan to use the Central children's section.

The crosstabulation of planned use of the Central children's section and neighborhood of residence appears in Table 52, page 97. The East City and Land Park Community Areas were combined because chi-square analysis requires that 80 percent of the cells have a frequency greater than five. Separate analysis of East City and Land Park did not meet this requirement. Chi-square tests the independence of the two variables meaning the likelihood that the answer to one question would influence the answer to the other. The corrected chi-square for these two variables is .36101 and the probability of occurance (p), listed in the table as "significance," is .5479. In this case the null hypothesis (H_o) cannot be rejected: no relationship can be proven between planned use of the Central children's section and distance from the home to Central.

Hypothesis 2

H_o: There is no relationship between current acquaintance with Central Library and planned use of the Central children's section.

H_a: Parents acquainted with Central Library will be more likely to plan to use the Central children's section with their children.

Here the corrected chi-square as shown in Table 53, page 98, is 3.1312 with p = .0768. Since the chi-square is greater than 2.71 and p is less than .10, the null hypothesis can be rejected with 90 percent confidence that there is a relationship between current acquaintance with Central Library and planned use of the Central children's section.

Table 52

Crosstabulation of Neighborhood of Residence and Willingness to Use New Central Children's Section

Neighborhood	Count Row percent Column percent Total percent	Willing to use Central Yes	No	Row total
Downtown	1	21 72.4 42.9	8 27.6 16.3	29 59.2
East City and Land Park	2	12 60.0 36.4 24.5	8 40.0 50.0 16.3	20 40.8
	Column total	33 67.3	16 32.7	49 100.0

Corrected chi square = .36101 with 1 degree of freedom. Significance = .5479.

Raw chi square = .82947 with 1 degree of freedom. Significance = .3624

Hypothesis 3

H_o: There is no relationship between children's pleasure reading and planned use of the Central children's section.

H_a: Families whose children read for pleasure are more likely to plan to use the Central children's section.

Results of the test are shown in Table 54, page 99. The corrected chi-square for these variables is 2.51199 with a probability of .1130. Because the chi-square is less than 2.71 and p is greater than .10, the null hypothesis cannot be rejected: no relationship can be shown between the two variables.

Table 53

Crosstabulation of Familiarity with Central Library and Willingness to Use New Central Children's Section

Familiar with Central	Count Row percent Column percent Total percent	Willing to use Central		Row total
		Yes	No	
Yes	1	28 77.8 57.1	8 22.2 16.3	36 73.5
No	2	6 46.2 12.2	7 53.8 14.3	13 26.5
	Column total	34 69.4	15 30.6	49 100.0

Corrected chi-square = 3.13122 with 1 degree of freedom. Significance = .0768.

Raw chi square = 4.49680 with 1 degree of freedom. Significance = .0340.

In summary, the only assumption of the three that stands is that current knowledge of the Central Library causes families to be more likely to plan to use the children's section at Central. This knowledge allows the library to proceed with confidence that a marketing campaign aimed at making residents of Sacramento more knowledgeable about the Central Library will increase use of the children's section at Central. Because hypothesis 1 was not rejected, the library can extend its marketing campaign to county communities outside the greater downtown area with possible increases in Central children's section patronage. The results of hypothesis 3 indicate that variables other than pleasure reading may influence the desire to use the library.

Table 54

Crosstabulation of Children's Pleasure Reading Habits and Willingness to Use New Central Children's Section

Children read for pleasure	Count Row percent Column percent Total percent	Willing to use Central Yes	 No	Row total
Yes	1	25 78.1 71.4 49.0	7 21.9 43.8 13.7	32 62.7
No	2	10 52.6 28.6 19.6	9 47.4 56.3 17.6	19 37.3
	Column total	35 68.6	16 31.4	51 100.0

Corrected chi square = 2.51199 with 1 degree of freedom. Significance = .1130.

Raw chi square = 3.59867 with 1 degree of freedom. Significance = .0578.

CHAPTER 6

Summary, Recommendations, and Conclusions

The findings of this study should provide a basis for planning at the Central Library. The next step is the formation of a role statement for the Central children's section and development of goals and objectives for serving the needs of the users of that section. The role statement is critical to all later planning because goals and objectives are derived from it. It is defined as "an action statement that describes in global terms what the library [or section] is going to do during the planning period to serve the needs of its community."[1] The suggested planning period is five years. Planning for longer periods is based on uncertain economic and community data and is therefore considered impractical.

Goals are more specific than the role statement and address the areas of service, resources management, and administration. While goals "represent the ends towards which the library [or section] is striving over the planning period,"[2] they do not usually specify activities which can be met in measurable terms. A possible goal for the Central children's section might be: To conduct outreach activities in the downtown area. Objectives, as "specific targets to be achieved during the planning period,"[3] are most often expressed in terms which include a measurement of achievement and a time frame. An objective for achieving the above goal might be: To offer twenty preschool storyhours each year at sites in the community. With specific, measurable objectives, the Central children's staff can evaluate the progress that has been made toward each goal and in turn monitor its ability to fulfill the role statement.

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[1] Vernon E. Palmour, Marcia C. Bellassai, and Nancy V. De Wath, A Planning Process for Public Libraries (Chicago: American Library Association, 1980), 52.

Palmour, Bellassai, and De Wath offer suggestions for developing role statements, goals, and objectives for libraries as a whole.[4] With these suggestions and the modifications for children's services offered by Gault and the Public Library Association Children's Services Committee,[5] this section of the planning process for the Central children's section can be streamlined. A few comments on the process and suggestions for further study and use of marketing will be offered here.

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[2] Ibid., p. 57.

[3] Ibid.

[4] Ibid., pp. 52-69.

[5] Robin R. Gault and the Public Library Association Committee for Service to Children, "Planning for Children's Services in Public Libraries," Public Libraries 24 (1986): 60-62.

A few preliminary decisions on the Central children's section's identity within the library system and within the Central Library must be made. First, the children's services staff in the library system must decide on Central's place in the hierarchy of services. Will the Central children's collection become the resource collection for the system or will the Carmichael and King Branches remain in that capacity?

The main decision within the building will be division of reference services. Will the children's section assume responsibility for reference questions dealing with children's literature and questions asked by children? If both of these questions are answered in the affirmative, the staffing level of the children's section must be sufficient to provide coverage for the children's reference desk during all hours the library is open. The transfer of reference responsibility to the children's section would also require the transfer of the reference books dealing with children's literature from the Central adult collection to the Central children's collection.

Priority should be placed on the needs identified in the community profile and validated by the survey. These include:

1. The small numbers of children and families in the local area. This means that the Central children's section will have to extend its appeal beyond the local area.

2. The need for the Spanish language collection.

3. The transportation/parking problems of low-income residents.

The Central children's staff must place an emphasis on outreach and will probably always be required to present programs at sites other than the Central Library. Programs and school visits in connection with the bookmobile stops at Dos Rios, River Oaks, and New Helvetia should be included in the duties of the Central children's staff. Outreach work with such groups as the Washington Neighborhood Center is also recommended.

Recommendations for Further Study

Fortunately some of the current unknown elements such as the impact of the Light Rail System and approval of the improvements suggested in the Sacramento Urban Design Plan will be resolved before the Central children's section is built and staffed. The library system as a whole should take an active part in research on these items. As mentioned earlier, the library should cooperate with Regional Transit in ridership studies of the Light Rail System. Riders should be directly asked about their use of the Light Rail as transportation to visit the library. If statistics are derived from comments in open-ended questions, some respondents will forget to mention the library. If and when the Sacramento Urban Design Plan changes begin to take effect, the library should cooperate with the City Planning Department and the downtown merchants to assess the impact of the changes on family use of the Central Business District.

A survey of users in the branches should be conducted to evaluate needs for services at and problems with Central Library. The survey could be targeted specifically to families to determine probable use of the Central children's section. Users should be asked about services which could be offered at Central to supplement the children's sections in local branches.

Teachers at local schools and supervisors of local preschool/day care facilities could be surveyed to determine whether they would use the Central children's section for field trips. Teachers should also be asked if they assign library projects as homework and if they would be willing to cooperate with the Central children's section by providing and using display and classroom use materials. The questions asked of preschool/day care supervisors should include needs for separate storytime programs for their classes. Preschools and day care centers which predict problems with transportation should be offered the opportunity to participate in an outreach program at the preschool/day care site.

In its 1985 recommendations to the City Council,[6] the Mayor's Task Force on Child Care recommended that a City Child Care Coordinator be appointed to encourage "available, accessible, affordable, quality child care"[7] and increase child care facilities in the downtown area. The first coordinator has recently been appointed.[8] The coordinator's work could dramatically change child care in the downtown area and increase demand for library service to day care centers. The library should monitor activities in this area and reevaluate the number of day care centers and their needs before staffing the Central children's section. The community profile should be revised using current data before staffing decisions are made. The race and language sections should be rewritten when the 1990 Census data becomes available in order to offer an accurate picture of the Vietnamese and Laotian population.

A community profile with current information should be available at all times to help the Central staff with day-to-day planning. Programming and materials collection development will be facilitated by a knowledge of the community being served.

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[6] Sacramento Mayor's Task Force on Child Care, Recommendations from the Mayor's Task Force on Child Care (Sacramento: n.p., 1985).

[7] Ibid., transmittal letter.

[8] Mary Crystal Cage, "Day Care Good for Business, Rudin Says," Sacramento Bee, 21 February 1987: B2.

Marketing Considerations

Needs and possible opportunities for marketing the Central children's section will be discussed in the framework of the four areas most commonly considered in marketing management: product, place, price, and promotion.

Product

Due to the small population of children in the Central Library service area, the Central children's section must seek patrons throughout the entire service area of the Sacramento Public Library. A county-wide circle of users will not only justify a new building and collection but will also compliment Central's role as the research library of the Sacramento system.

Innovative plans for services not offered elsewhere in the library system could be the key to success for Central's children's section. Patrons might be encouraged to make a special trip downtown to receive a service which is not available at another library or which is not available elsewhere at a convenient time.

Some families in the survey expressed a need or an interest in service at times when other service outlets of the Sacramento Public Library are closed. These included Saturday evening which was the fifth most popular time listed by respondents. Friday evening, Sunday afternoon, and Sunday evening were ranked ninth, tenth, and eleventh in convenience. Families with middle school students listed

Saturday evening as convenient for library use more frequently than any other time. When users of other branches are surveyed for possible use of the Central children's section, the need for library service on Friday, Saturday, and Sunday evenings and Sunday afternoons should be evaluated. If Central is the only service outlet open at a time when service is needed, families may be encouraged to make a special trip into downtown Sacramento from other parts of the county. One advantage for the patron using Central during weekend hours is the free parking available at the city parking lot. The lot is not staffed on weekends and the entry gates are left open.

Patrons might also be encouraged to come downtown for activities and services which enrich family life and contribute to the education of their children. Again the Central children's staff might plan activities of county-wide appeal extending beyond services offered by the branches.

Providing an area for major displays relating to children's literature could be an idea for drawing families and students of children's literature downtown. Displays could include rare books, illustrations from children's literature such as those available from the Gladys English Collection of the California Library Association, or traveling displays available from the American Library Association or other national organizations. Especially effective for increasing recognition of Central would be exhibits divided between Central and Sacramento museums such as the Crocker Art Gallery or the Sacramento History Center. Promotional material for these displays should clearly direct viewers from one site to another and directional signs should be posted in both places. In this way the Central children's section would become a cultural resource extending beyond the local area. Local and regional organizations would also begin to realize the importance of use of Central's resources and the need for including the library in cooperative activities.

Pending the outcome of decisions mentioned earlier in this chapter, the Central children's reference collection could become a primary resource for the study of children's literature in Sacramento. A new building offers the opportunity to set aside shelving for a large and varied reference collection which would draw scholars and children's authors from the surrounding area. A non-circulating collection of award-winning children's books and other materials worthy of study would provide a resource not equaled within the Sacramento Public Library.

Tutoring services offered in the library by such groups as the Washington Neighborhood Center can increase the library's visibility and become an addition to the product of library service. The library might also want to offer the children's meeting room as a site for other services such as community group meetings and parenting classes. If the library extends its hours to cover more of the weekend, many groups meeting at those times would welcome the availability of free meeting space. Displays of materials related to the interests of the community groups or presentation of programs by library staff could also increase library use and increase group's cooperation with and participation in other library activities. If more than one computer is available or the meeting room has adequate support for patron's computers, a computer class or club on Saturday might draw young patrons from all parts of the city. Circulating computer materials might form a possible special materials collection.

Place

Place considerations not only include the design of the new building and the amenities included but also programming and outreach activities conducted away from the site. The time a product or service is offered also relates to place considerations. Hours for the Central children's section were discussed under the pay and time of use section in Chapter 5.

When designing the building, the architects should attempt to make dividers and walls within the children's section as flexible as possible. Needs will change and Central, in order to appeal to as wide a clientele as possible, must be able to change as well. Possible needs already mentioned include a display area, a separate, partially soundproof area for computers, and a children's meeting room with adequate electrical support for computers and audiovisual equipment. Beyond allowing room for these items, dividers should be movable to allow for creation of special areas as well as enlarging or limiting existing areas as the need arises. Adequate shelving for expansion of both the reference and circulating section is necessary. Some of the shelving should be movable to allow for use as room dividers. Some quiet study alcoves for children and children's literature students should exist. These alcoves might include carrels. Carrels with built-in audiovisual equipment might also be considered.

Due to the isolated pockets of population in the downtown area and the transportation problems which low-income groups face, Central children's librarians will probably always be involved in outreach activities. Staffing levels should always be sufficient to allow library staff to leave the building for outreach activities without disrupting services inside the building. The Central children's section can be a leader in library outreach to Sacramento communities and thus provide the library "place" element for groups which cannot otherwise be served. On-site programs and storyhours at preschools in the Dos Rios, River Oaks, and New Helvetia areas can supplement bookmobile stops and introduce children to a greater spectrum of book and library services which may encourage them to utilize services at the library when they are older and have access to transportation.

Price

Price considerations for public libraries can easily be overlooked because library service is free beyond the taxes which citizens must pay. Although patrons do not pay for programs, books borrowed, or reference service given by staff, there are other time and expense considerations involved with use of the library.

The first element the patron must consider is whether he/she has the time to go to the library and utilize its services on a particular day. The further the library is from the person's home the more time it takes. Most people will select a library outlet closer to home if it can provide the information in an adequate way. A consideration which might induce patrons to travel further would be provision of a service not available at the local library. Whether that need is met by longer hours, being open at times when other branches are not, special displays, or a stronger collection, innovative programs designed to urge the patron to pay the cost of time are necessary at Central.

Cost in terms of money is the second element a patron must consider. The cost of using his/her automobile or the cost of public transit include similar considerations to the cost of time and can be satisfied in similar ways.

A cost which is unique to Central in the library system is that of parking. All other service units include free parking in the case of the branches or come to the patron's neighborhood in the case of the bookmobile. Some fairly simple solutions to this problem are inclusion of information in promotional materials that parking is free on Saturdays and other times when the city lots are not staffed and urging use of the library in connection with shopping and other trips into the downtown area. A more expensive and extensive solution would be opening the library for a greater amount of time on weekends when parking is free. Another possible avenue to explore would be cooperative parking validations with a higher discount for library use in addition to shopping. Most expensive of all and possibly not feasible would be the provision of free parking for library patrons.

The last cost mentioned in the family survey was the safety risk in using Central Library. It is hoped that the improvements planned in the Sacramento Urban Design Plan will improve the area around the Central Library to allow families to feel safe walking from their cars to the building. Steps must be taken to provide a safe atmosphere in the children's section. Families must feel comfortable about enjoying books together in the children's section and parents must feel free to leave their children while they use other parts of the library or complete other errands. A section which is staffed during all open hours may be perceived as being more safe than an unstaffed area. Central may want to consider an investment in guard service for the children's section especially during night hours.

Promotion

Promotion of the library includes not only the obvious tool of advertising but also the entire spectrum of activities of the library. Each time a person has a positive experience concerning the library, the concept of a helpful service which he/she would want to use in the future is reinforced. The attitude of staff, cooperation with organizations and schools, off-site outreach activities, programs offered, and the quality of the materials collection all served to promote or limit the promotion of the library. The library and its staff must be constantly aware of the picture they present to the world and whether it is positive or negative. Recommendations in the other three sections were suggested to enhance the positive image the library already has in the community. Recommendations in this section will be limited to advertising methods and ways to cooperate with other groups in promoting both their services and the library's.

Ways of reaching the target markets of families shopping on the K Street Mall and families attending cultural activities downtown should be explored. Possibilities for appealing to shoppers include mentions of the library in merchant advertisements and displays of library materials in the shopping areas. A booster club of merchants supporting the Central Library with a plaque or door decal to display at the business would recognize the importance of merchant support of library activities and might increase willingness to promote the library to customers.

Groups sponsoring cultural events constantly place posters on the library's bulletin boards. Perhaps a cooperative arrangement could be made to print the statement "more information is available at your public library" or a mention of a related display in the program for a cultural event. Displays of library materials related to specific cultural events both at the library and at the event site should be explored. Book lists of related materials placed near the display, available at the ticket office before the event, or placed in the newsletters of such groups as the Opera Guild might increase library use as well.

Additional ideas for marketing the library will surface as needs change in the area and as the Central children's section gains staff with particular interests and expertise. In summary, the staff should always be open to new ideas and innovative ways to promote a positive image of the library. Cooperation with and inclusion of other groups must never be overlooked because those groups can influence the image their members have of the library.

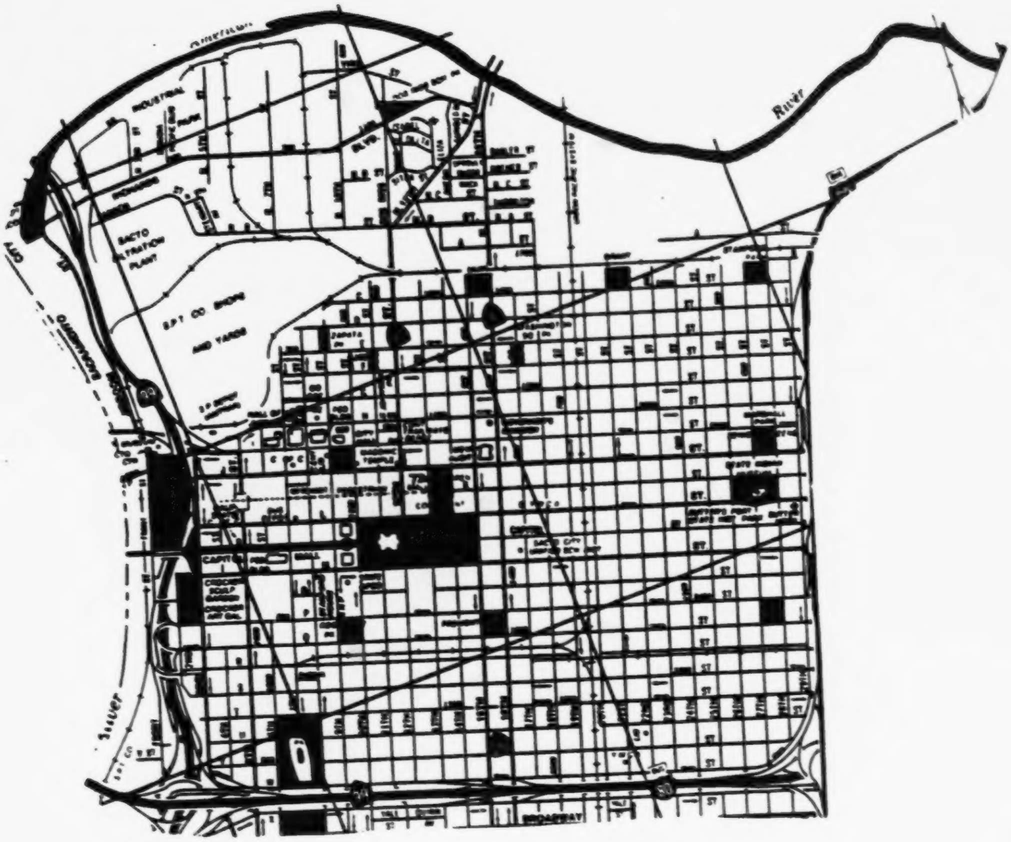
In conclusion, this study can serve as a base for an ongoing data file valuable for understanding the potential users of the Central Library children's section. The information presented here and the recommendations offered can only be valuable if viewed in the context of a planning process which constantly revises the data and adds new ideas and data as it becomes available.

APPENDICES

APPENDIX A

Map 1

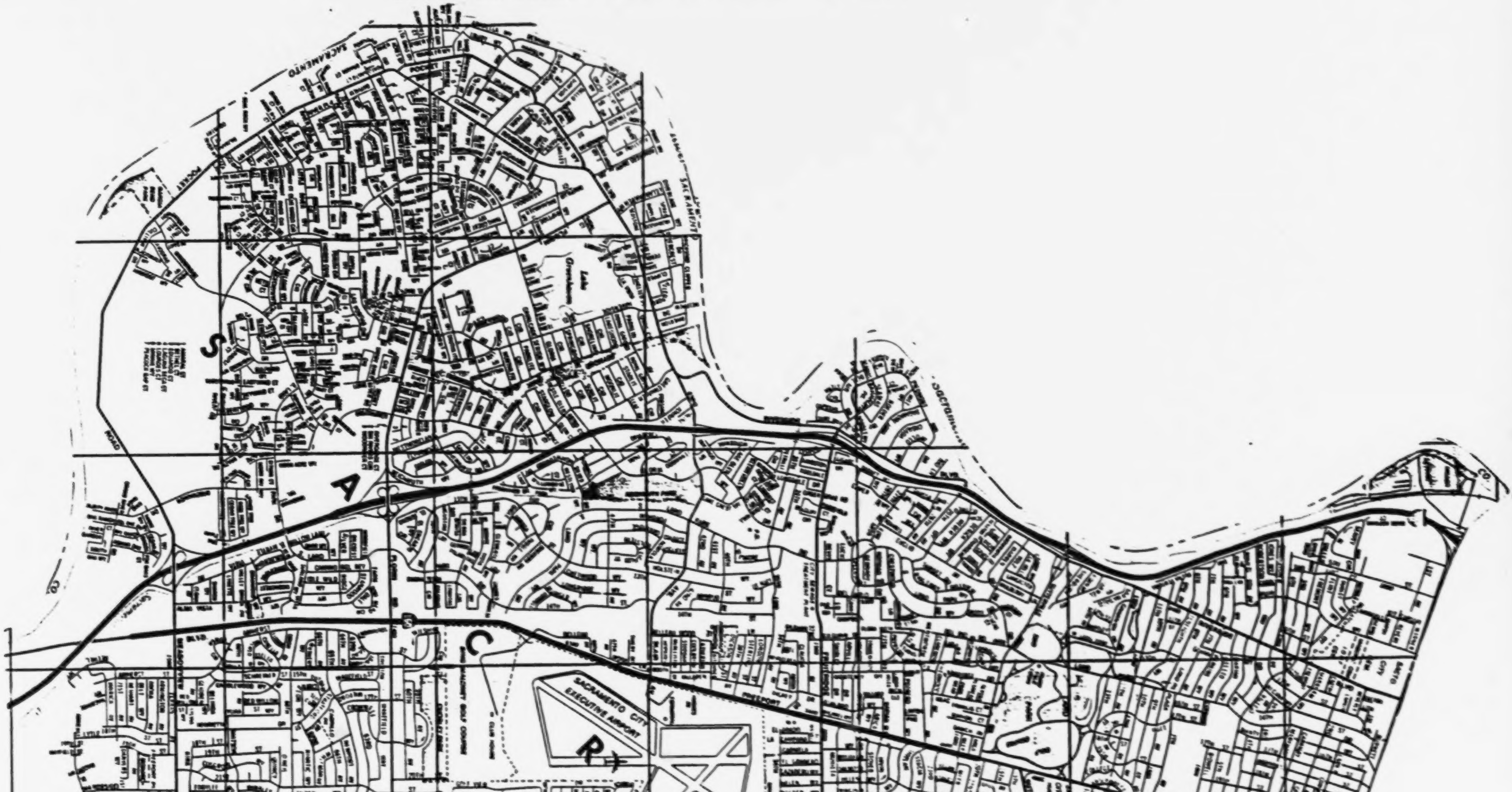
Downtown Community Area


River
INDUSTRIAL PARK
SACTO FILTRATION PLANT
S.P.T. CO. SHOPS AND YARDS
CAPITOL
BROADWAY

BEST COPY AVAILABLE

Map 2

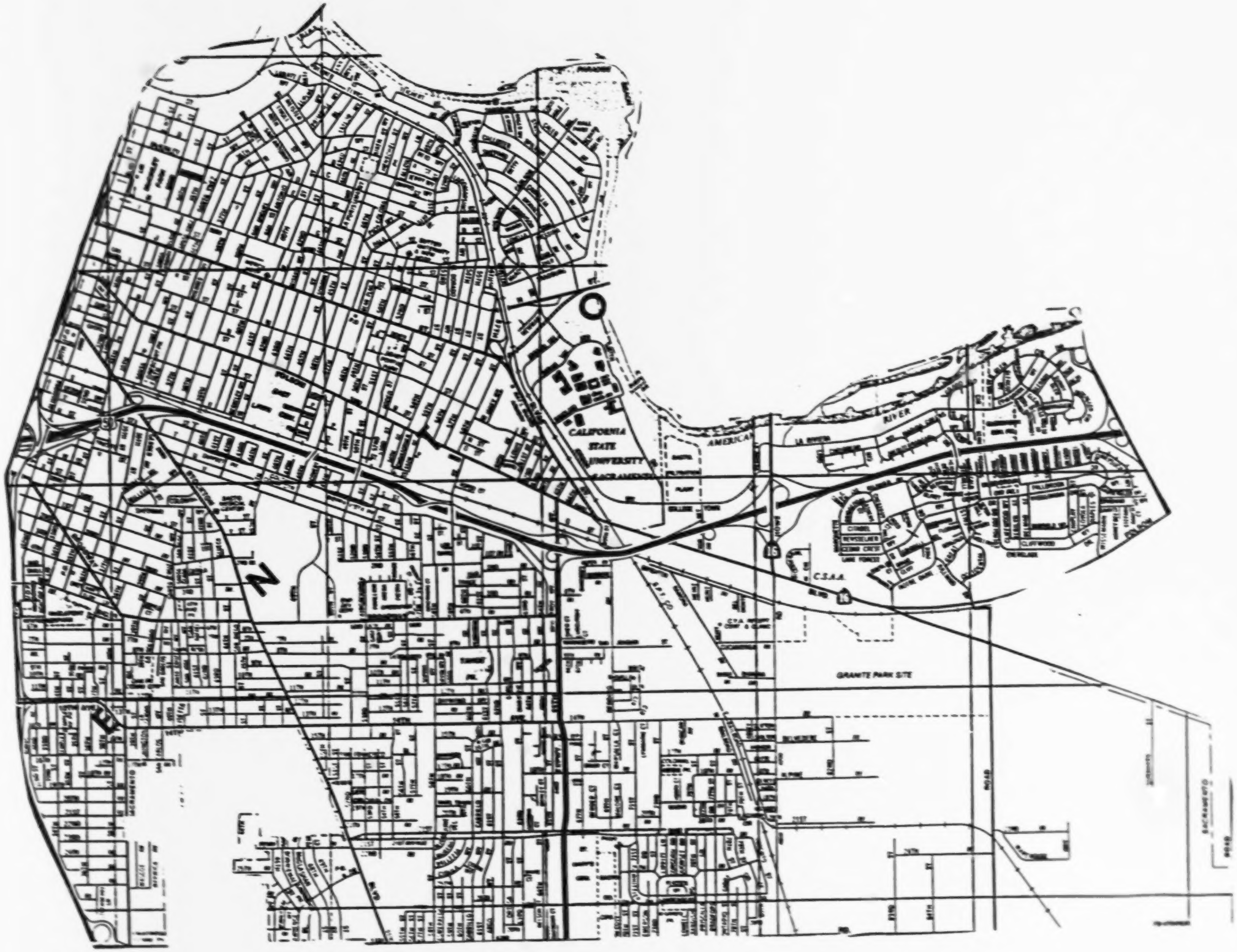
Land Park-Pocket-Meadowview Community Area


S
A
C
R
A
M
Lake Greenhaven
SACRAMENTO CITY EXECUTIVE AIRPORT
SACRAMENTO

BEST COPY AVAILABLE

Map 3

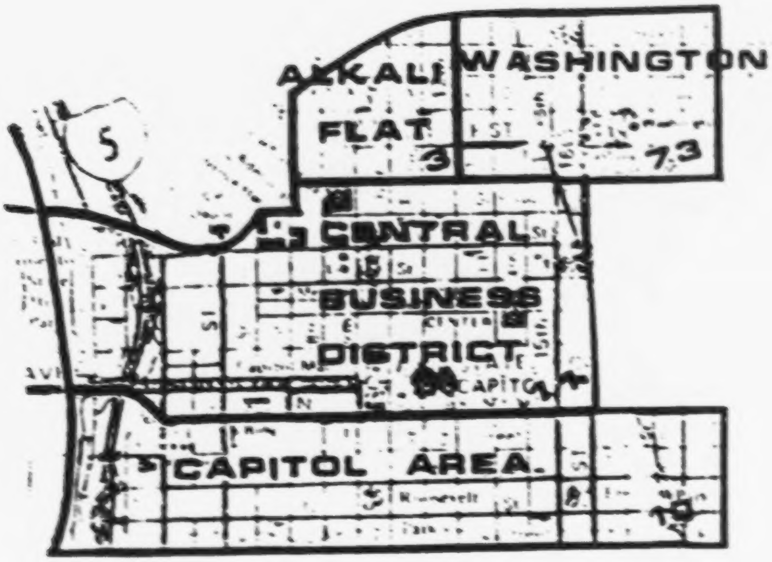
East City Community Area


CALIFORNIA STATE UNIVERSITY SACRAMENTO
AMERICAN RIVER
GRANITE PARK SITE
C.S.A.A.
BLVD
SACRAMENTO
ROAD

BEST COPY AVAILABLE

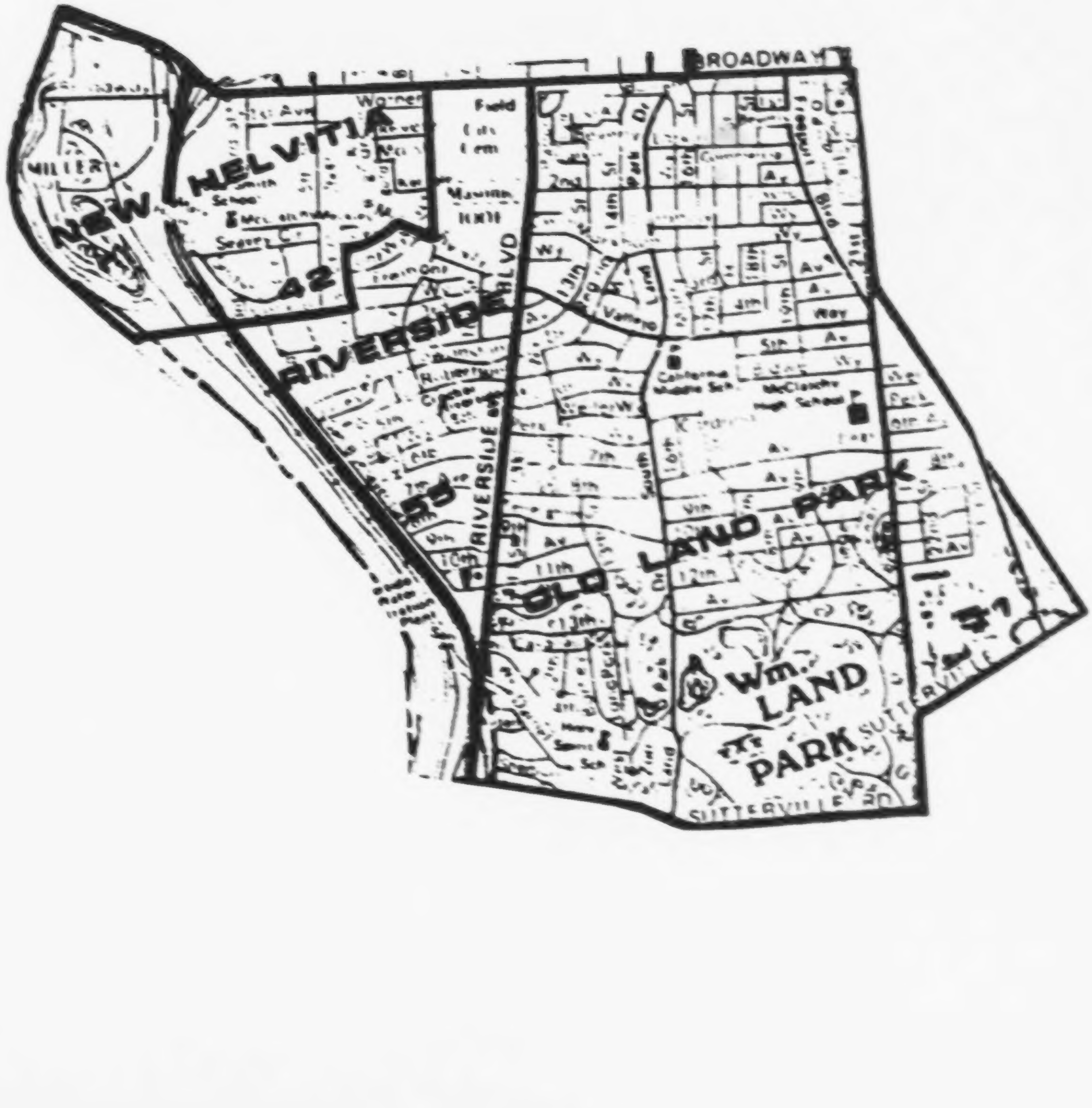
Map 4

Neighborhoods Within Seven to Ten
Blocks of Central Library


5
ALKALI
FLAT
3
WASHINGTON
73
CENTRAL
BUSINESS
DISTRICT
CAPITOL AREA
10

Map 5

Survey Neighborhoods of Land Park-Pocket-Meadowview Community Area


BROADWAY
NEW HELVITIA
MILLER
42
RIVERSIDE
53
RIVERSIDE BLVD
OLD LAND PARK
71
California Middle Sch.
McClatchy High School
Wm. LAND PARK
SUTTERVILLE RD

APPENDIX B

Survey Questionnaire

Hello, my name is ____________________. I am calling for the Sacramento Public Library. We are calling families to ask some questions about the library and its services for children under 14 years old.

1. Are there children under 14 years old living in your home?
   YES _____
   NO _____

   IF NO: GO TO PAGE A-1.
   IF YES: CONTINUE

2. Are you familiar with the Central Library (also called the Main or Downtown Library)?
   YES _____
   NO _____

3. IF NO: It is located at 9th and I Streets in Downtown Sacramento.

4. IF YES TO 2: Where is it located?
   DON'T KNOW _____
   CONFUSED _____

   IF ANSWER IS GIVEN, COPY:

5. IF DON'T KNOW OR CONFUSED TO 4: IT IS LOCATED AT 9th AND I STREETS IN DOWNTOWN SACRAMENTO.

6. What public library branch or bookmobile stop do you use most often?

ARCADE _____
ARDEN _____
BOOKMOBILE--DOS RIOS _____
BOOKMOBILE--NEW HELVETIA _____
BOOKMOBILE--SEAVEY CIRCLE (RIVER OAKS) _____
BOOKMOBILE--OTHER (which one?) ___________
CARMICHAEL _____
COOLEDGE _____
DEL PASO _____
FRUITRIDGE _____
GILLIS _____

HAGGINWOOD _____
KING _____
MC CLATCHY _____
MC KINLEY _____
NORTH SACRAMENTO _____
OAK PARK _____
SOUTHGATE _____
OTHER (which one?)
DON'T USE _____

7. IF DON'T USE TO 6: What is the location of your nearest public library?

DON'T KNOW _____

IF ANSWER IS GIVEN, COPY:

8. What are your children's ages?

0-2 _____
3-5 _____
6-10 _____
11-14 _____

9. Do your children have library cards?

YES _____
NO _____
SOME DO, SOME DON'T _____

10. When you use the library with your children, do you and your children ask the librarian for help in finding books?

Always _____

Sometimes _____

Seldom _____

Never _____

11. What other ways do you select books?

BROWSE THE SHELVES _____

USE THE COM CATALOG _____

ASK ANOTHER LIB. USER _____

OTHER (How or what?)

12. When your children have homework do they:

use books from the school library

YES _____

NO _____

use books from the public library or bookmobile

YES _____

NO _____

DON'T HAVE HOMEWORK _____

13. Do your children read for fun?

YES _____

NO _____

14. IF YES TO 13: how many books does your child usually read for fun in a month?

1-3 _____

4-6 _____

7-9 _____

10 or more _____

15. Do you read to your child?

Always _____
Sometimes _____
Never _____

16. IF ALWAYS OR SOMETIMES: How many books do you usually read to your child in a month?

1-3 _____
4-6 _____
7-9 _____
10 or more _____

17. Have your children attended programs at the library in the last 2 years such as:

preschool storytime. . . . . YES _____
NO _____

programs for school age children . . . . . . YES _____
NO _____

visits with school class or other group. . . YES _____
NO _____

summer reading program . . . . YES _____
NO _____

other (what type?)

18. If a new, large children's department were built at the Central Library at 9th and I Streets would you and your children use it?

YES _____
NO _____
I WOULD, CHILDREN WOULDN'T _____
DON'T KNOW _____

19. IF YES TO 18: Would you and your children come to Central to:

use books in the library (reference use). . YES ______

NO ______

borrow books and other materials. . . . . . YES ______

NO ______

attend children's programs. . . . . YES ______

NO ______

other (what?)

20. IF NO TO 18: Why not? TOO FAR FROM MY HOME ______

NO TRANSPORTATION ______

PARKING PROBLEMS ______

TOO BUSY ______

PREFER BRANCH LIBRARY ______

OTHER (why?)

21. Would you and your children use foreign language children's books if they were available at the Sacramento Public Library? YES ______

NO ______

22. IF YES TO 21: What language? CHINESE ______

SPANISH ______

VIETNAMESE ______

OTHER (which one?)

23. What other types of materials besides books would you and your children use at or borrow from the library?

CASSETTES ______
COMPUTERS ______
FILMS ______
GAMES ______
PICTURES ______
POSTERS ______
RECORDS ______
TOYS ______

24. What days and times are most convenient for you and your children to use the library or bookmobile? (CIRCLE)

MONDAY	MORNING	AFTERNOON	EVENING (6-9 p.m.)
TUESDAY	MORNING	AFTERNOON	EVENING
WEDNESDAY	MORNING	AFTERNOON	EVENING
THURSDAY	MORNING	AFTERNOON	EVENING
FRIDAY	MORNING	AFTERNOON	EVENING
SATURDAY	MORNING	AFTERNOON	EVENING
SUNDAY	MORNING	AFTERNOON	EVENING

IF THEY GIVE DAYS AND NO TIMES: What time of day?

IF THEY DON'T MENTION SATURDAY AND SUNDAY: What about weekends?

25. Does your child attend a day care program in the downtown area?

YES ______
NO ______

26. IF YES: Where? (SPECIFY)

27. Have you ever used children's books in your work as a teacher or day care provider, as a leader of a children's organization, or as a children's literature student?

YES _____
NO _____

28. IF YES TO 26: Which one?

TEACHER _____
DAY CARE PROVIDER _____
LEADER (CHURCH, BOY SCOUTS, ETC.) _____
CHILDREN'S LITERATURE STUDENT _____

29. What neighborhood of Sacramento do you live in?

ALKALI FLAT _____
BOULEVARD PARK _____
CAPITOL AREA _____
CENTRAL BUSINESS DISTRICT _____
FREMONT _____
MARSHALL _____
NEW HELVETIA _____
SEAVEY CIRCLE (RIVER OAKS) _____
SOUTHSIDE _____
SUTTER TERRACE _____
WASHINGTON _____
DON'T KNOW _____

IF DON'T KNOW: What street do you live on?

Between what streets?

30. Do you have a public library card?

YES _____
NO _____

31. Is there anything the library can do which would make it easier for you to use the library? (COPY ANSWER)

32. What is one thing that the library can do to be of service to you? (COPY ANSWER)

33. Do you have any other comments or questions about the Sacramento Public Library? (COPY QUESTIONS, ANSWER IF YOU CAN OR ASK ________________ FOR ANSWER)

34. Thank you very much for helping us by answering our questions. Good-bye.

APPENDIX C

Public Elementary and Middle Schools in the Study Area and Their Addresses

Downtown Community Area

Dos Rios Elementary School*
700 Dos Rios Street
Sacramento, CA 95814

Washington Elementary School
520-18th Street
Sacramento, CA 95814

William Land Elementary School
2120-12th Street
Sacramento, CA 95818

Leland Stanford Junior High School
810 V Street
Sacramento, CA 95818

Land Park-Pocket-Meadowview Community Area (New Helvetia, Old Land Park, and Riverside neighborhoods)

Crocker/Riverside Elementary School
2970 Riverside Boulevard
Sacramento, CA 95818

Jedediah Smith Elementary School
401 McClatchy Way
Sacramento, CA 95818

California Middle School
1600 Vallejo Way
Sacramento, CA 95818

*Dos Rios Elementary School is part of the North Sacramento School District. All other schools are located in the Sacramento City Unified School District.

East City (West of California State University, Sacramento)

Caleb Greenwood Elementary School
5457 Carlson Drive
Sacramento, CA 95819

David Lubin Elementary School
3535 M Street
Sacramento, CA 95816

Fruit Ridge Elementary School
4625-44th Street
Sacramento, CA 95820

Marian Anderson Elementary School
2850-49th Street
Sacramento, CA 95819

Mark Twain Elementary School
4914-58th Street
Sacramento, CA 95820

Oak Ridge Elementary School
4501 Sacramento Boulevard
Sacramento, CA 95820

Peter Burnett Elementary School
6032-36th Avenue
Sacramento, CA 95824

Phoebe Hearst Basic Elementary School
1410-60th Street
Sacramento, CA 95819

Tahoe Elementary School
3110-60th Street
Sacramento, CA 95820

Theodore Judah Elementary School
3919 McKinley Boulevad
Sacramento, CA 95819

Kit Carson Middle School
5301 N Street
Sacramento, CA 95819

Sutter Middle School
3150 I Street
Sacramento, CA 95816

Will C. Wood Middle School
6201 Lemon Hill Avenue
Sacramento, CA 95824

Source: California State Department of Education, Bureau of Publications, California Public School Directory 1986 (Sacramento: California State Department of Education, 1986), 365, 367-72.

APPENDIX D

Community Organizations Serving Children and Families in the Study Area

Downtown Community Area

La Familia/Counseling Center
2111-28th Street
Sacramento, CA 95818

Lutheran Social Services
1725 L Street
Sacramento, CA 95814

Sacramento Chinese Community Services Center
1412 S Street
Sacramento, CA 95814

Stanford Lathrop House
800 N Street
Sacramento, CA 95814

Washington Neighborhood Center
400-16th Street
Sacramento, CA 95814

YMCA
2021 W Street
Sacramento, CA 95818

Youth and Young Adult Ministries
2519 L Street
Sacramento, CA 95816

YWCA
1122-17th Street
Sacramento, CA 95814

Land Park-Pocket-Meadowview Community Area (New Helvetia, Old Land Park and Riverside neighborhoods)

United Christian Center
2120-21st Street
Sacramento, CA 95818

East City Community Area

Catholic Social Services
5890 Newman Court
Sacramento, CA 95819

Diogenes Youth Services
1722 J Street, Suite 11
Sacramento, CA 95814

Interfaith Services Bureau
3720 Folsom Boulevard
Sacramento, CA

Oak Park Soup Kitchen
2549-32nd Street
Sacramento, CA 95817

Women's Civic Improvement Club
3555-3rd Avenue
Sacramento, CA 95817

Source: Kit Mahnke, ed. Community Services Directory, Sacramento, California, 1986 (Sacramento: Community Services Planning Council, Inc., 1986), 1-152.

APPENDIX E

Licensed Child Day Care Centers, Parent Participation Preschools and Headstart Programs in the Study Area

Licensed Child Day Care Centers

Downtown Community Area

Busy Bee Nursery School
1618-27th Street
Sacramento, CA 95816

Capitol Child Care Center (Toddlers)
1209 P Street
Sacramento, CA 95814

Capitol Infant/Toddler Center
800 N Street
Sacramento, CA 95814

Childcare Eskaton
2718 G Street
Sacramento, CA 95816

Dos Rios Child Development
361 Mint Street
Sacramento, CA 95814

Dot Tot
1620-12th Street
Sacramento, CA 95814

Forever Young Child Care Center, Inc.
515-20th Street, #A
Sacramento, CA 95814

Forever Young Infant Care Center
515A-20th Street
Sacramento, CA 95814

Grace Day Home
1909-7th Street
Sacramento, CA 95814

Grace Day Home Infant Program
1909-7th Street
Sacramento, CA 95814

Pixie Playhouse Day Nursery
2727 E Street
Sacramento, CA 95816

Salvation Army Day Care Center
1200 North B Street
Sacramento, CA 95814

Tot Town
2001-10th Street
Sacramento, CA 95818

Washington Children's Center
530-18th Street
Sacramento, CA 95814

YMCA Sunshine Company
2021 W Street
Sacramento, CA 95818

Land Park-Pocket-Meadowview Community Area (New Helvetia, Old Land Park, and Riverside neighborhoods)

DMV Child Care Center
2415 First Avenue
Sacramento, CA 95818

First Step Infant-Toddler Program
2791-24th Street
Sacramento, CA 95818

Harmony Day School
803 Vallejo
Sacramento, CA 95818

Park Vista School, Inc.
1300 Sutterville Road
Sacramento, CA 95822

River Oaks Child Development Center
263 Seavey Circle
Sacramento, CA 95818

Sacramento City College Infant/Toddler Program
3835 Freeport Boulevard
Sacramento, CA 95822

Sacramento City College Preschool
3835 Freeport Boulevard
Sacramento, CA 95822

East City Community Area
(West of California State University,
Sacramento)

American Legion Infant-Toddler Center
3801 Broadway
Sacramento, CA 95817

Associated Students CSUS Children's Center
6000 J Street
Sacramento, CA 95819

Central Nursery School
5265 H Street
Sacramento, CA 95819

Colonial Baptist Nursery School
4861-63rd Street
Sacramento, CA 95820

Early Learning Center
5613 G Street
Sacramento, CA 95819

Emergency Housing Children's Program
4516 Parker Avenue
Sacramento, CA 95820

Fifth Avenue Children's Center
3600 Fifth Avenue
Sacramento, CA 95817

Fremont Nursery School
5770 Carlson Drive
Sacramento, CA 95819

Marian Anderson School, Kids-on-Campus
2850-49th Street
Sacramento, CA 95820

Marian Anderson Children's Center
2850-49th Street
Sacramento, CA 95820

McKinley Montessori School
3015 H Street
Sacramento, CA 95816

Oak Park Community Child Care
3425 Sacramento Boulevard
Sacramento, CA 95817

Oak Park Preschool
3500-2nd Avenue
Sacramento, CA 95817

Oak Park United Methodist Church Day Care Center
3600-4th Avenue
Sacramento, CA 95817

Playhouse Nursery School
2001-55th Street
Sacramento, CA 95817

Playland Nursery School
5540 Sacramento Boulevard
Sacramento, CA 95820

Playmate Child Development
3927-4th Avenue
Sacramento, CA 95817

Sacramento High Children's Center
2315-34th Street
Sacramento, CA 95817

Shiloh Arms Child Development Center
3949-23rd Avenue
Sacramento, CA 95820

Skills & Business Education Children's Center
2751 Stockton Boulevard
Sacramento, CA 95817

Tahoe Kids-on-Kampus #1
3110-60th Street
Sacramento, CA 95820

Tahoe Kids-on-Kampus #2
2958-59th Street
Sacramento, CA 95820

Parent Participation Preschools

Downtown Community Area

Dos Rios
700 Dos Rios Street
Sacramento, CA 95814

Land Park-Pocket-Meadowview Community Area

none

East City Community Area

David Lubin
3535 M Street
Sacramento, CA 95816

Theodore Judah
3919 McKinley Boulevard
Sacramento, CA 95819

Headstart Programs

Downtown Community Area

Fremont
2420 N Street
Sacramento, CA

Washington
520-18th Street
Sacramento, CA 95814

William Land
2120-12th Street
Sacramento, CA 95818

Land Park-Pocket-Meadowview Community Area

Jedediah Smith
401 McClatchy Way
Sacramento, CA 95818

New Helvetia
776 Revere Street
Sacramento, CA

East City Community Area

Fruit Ridge
4625-44th Street
Sacramento, CA 95820

Marian Anderson
2850-49th Street
Sacramento, CA 95820

Oak Ridge
4501 Sacramento Boulevard
Sacramento, CA 95820

Source: Kit Mahnke, ed. Community Services Directory, Sacramento, California, 1986 (Sacramento: Community Services Planning Council, Inc., 1986), 56-66, 231-232.

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